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ABSTRACT

Test specifications for the Texas Examination of Current Administrators and Teachers (TECAT) are presented in detail. These specifications are designed to help teachers prepare for the TECAT, and should also be made available to administrators and persons preparing review courses. This test focuses on reading and writing skills. In the test specifications, each skill area is defined and a sample item is presented. Then, stimulus attributes are presented to describe the test item characteristics such as content, length, and vocabulary level. Response attributes are also presented; they define the item type, the characteristics of correct and incorrect (distractor) answers, and the length of multiple choice response options. Reading skills include identifying main idea and details; distinguishing fact from opinion; drawing inferences; selecting and using reference sources; and comprehending job-related vocabulary. Writing skills include identifying proper mechanics of writing (capitalization, punctuation, and spelling); recognizing proper English usage; identifying errors in sentence formation; and producing a written composition. With the exception of the written composition, all items are multiple-choice. The appendix contains the Cumulative Word List which includes all words used in TECAT, with a few explicitly stated exceptions. (GDC)

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TECAT Texas Examination of Current Administrators and Teachers

Test Specifications

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TM 860 108

Texas Education Agency
Austin, TX
9/85

Table of Contents

	Page
Introduction	i
Reading Skills	
Identify main idea	1
Identify details	4
-Specific details	
-Sequential steps	
Distinguish fact from opinion	9
Draw inferences	14
Use and select reference sources	17
Comprehend job-related vocabulary	22
Writing Skills	
Identify proper mechanics of writing	26
-Capitalization	
-Punctuation	
-Spelling	
Recognize proper English usage	35
Identify errors in sentence formation	40
Produce a written composition	43
Cumulative Word List	Appendix A

Test Specifications for the
Texas Examination of Current Administrators and Teachers (TECAT)

Introduction

Test specifications guide the construction of test items by defining their format and content. Information such as the types of materials from which items will be drawn, the length and vocabulary level of items and response choices, and the number and difficulty of possible response choices are described in test specifications.

The following pages contain the test specifications for the TECAT. Skill areas to be tested and the number of items per area are as follows:

Skill Area	Number of Items Testing the Skill
Reading Skills	
1. Identify main idea	10
2. Identify details	
-Specific details	5
-Sequential steps	5
3. Distinguish fact from opinion	10
4. Draw inferences	5
5. Use and select reference sources	10
6. Comprehend job-related vocabulary	10
Writing Skills	
1. Identify proper mechanics of writing	10
-Capitalization	
-Punctuation	
-Spelling	
2. Recognize proper English usage	10
3. Identify errors in sentence formation	10
4. Produce a written composition	Essay

In the test specifications, each skill area is defined and a sample item is provided. Following this, the stimulus attributes and the response attributes are described. Stimulus attributes are the characteristics of the questions to be asked. They include the type of content which can be used in the items, and the vocabulary level and length of the questions. Response attributes define the characteristics of the answers to the items and include the format (i.e., multiple-choice or essay), the length of multiple-choice response options, and the types of incorrect answers presented as distractors. All skills except the writing composition will be tested with multiple choice items.

These specifications are provided for the purpose of helping educators prepare for the TECAT. They should be distributed to teachers, principals, and/or to individuals assigned to develop review courses for the TECAT. Test specifications are important to all preparation activities, whether conducted in groups by school districts or other entities, or on an individual basis. For individuals planning to attend review courses to prepare for the TECAT, the specifications can be used to determine whether the review course contains material appropriate to the test.

In order that all educators required to take the TECAT will have the same basis of information from which to prepare for the examination, copies of these materials should be placed in each campus library and teachers and administrators informed of their location.

READING SKILLS
MAIN IDEA

SKILL DESCRIPTION

Educators will be presented with selections containing information they might encounter while performing their professional responsibilities. The educators will be asked to select from among four choices the best statement of the main idea of the selection.

SAMPLE ITEM

Adapted from a newspaper/magazine:

In addition to providing instruction, administrative, clerical, and even security duties have routinely been considered part of teaching. But public school teachers do a great deal more beyond their official job requirements than the average citizen recognizes. Because of their experience and concern, many teachers can spot some children's emotional or medical problems before parents suspect they exist. This ability is particularly important today because of the increase in single parent families. In many cases teachers spend more time with children on a daily basis than the children's parents do. Also, because of a limited education budget, guidance services in our schools have been markedly reduced. As a result, teachers have had to assume more responsibility in the area of guidance. When it comes to students' problems, teachers have more responsibility than ever.

Which of the following is the best statement of the main idea of this selection?

*A. Teachers have an increasingly important role in schools beyond the routine demands of teaching.

B. Many teachers spend more time with students than the students' parents do.

C. Teachers are reluctant to do more for their students than is officially required.

D. Parents need to assume a greater responsibility for the education of their children.

STIMULUS ATTRIBUTES

1. A test item will consist of a boxed reading selection followed by the question, "Which of the following is the best statement of the main idea of this selection?"

2. A selection will be drawn from any of the following types of eligible materials:

   a. educationally relevant professional journals
   b. memoranda from administrators, counselors, librarians, or teachers
   c. local school board policy statements
   d. college-level textbooks dealing with curriculum, instruction, measurement, or educational psychology
   e. educationally relevant articles/editorials of magazines/newspapers
   f. teachers' manuals and guides to student textbooks
   g. student textbooks

3. An introductory phrase will designate the selection's source (e.g., "Adapted from a student textbook:").

4. A selection must communicate a single central idea. This idea may be explicitly stated in one sentence anywhere in the selection, or it may be implied by the selection as a whole. Main ideas which are implied by a selection will synthesize pieces of information explicitly stated in two or more places in the selection.

5. The following readability constraints will be imposed on all selections:

   a. A selection will contain a minimum of 50 and maximum of 200 words.

   b. A selection will contain no sentences longer than 25 words.

   c. Except for proper nouns, words used to modify original documents will not exceed a twelfth grade level as judged by the Texas Education Agency (TEA) Cumulative Vocabulary List.

   d. The meaning of technical terminology employed in original documents will be clarified by the document's content.

   e. No word level limitations will be imposed on words that are drawn directly from original documents used by educators.

6. Any documents used in item development will be modified.

7. All selections will be relevant to the tasks and responsibilities of educators in Texas.

RESPONSE ATTRIBUTES

1. Each question will be followed by a set of four answer choices. One answer choice will be a correct statement of the main idea of the reading selection. Three answer choices will be incorrect statements of the main idea of the reading selection.

2. Each answer choice will be a single sentence related to the content of the reading selection.

3. Answer choices will be no more than 25 words in length and will contain no words which exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List, unless such words appear in the original document adapted for use in the reading selection.

4. The correct answer for an item will be the statement that is accurate, relevant, and of the most appropriate scope in relation to the other answer choices. For a selection in which the main idea is explicitly stated in one sentence, the correct answer will paraphrase the main idea sentence from the selection. For a selection in which the main idea is implied, the correct answer will represent that implied main idea.

5. An incorrect answer choice will be one of the following types:

   a. An inaccurate main idea, that is, a statement that is contradicted by information in the text.

   b. A main idea that is inappropriate in scope, that is, a main idea that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, overgeneralizes beyond what is in the selection.

   c. An irrelevant main idea, that is, a statement that introduces information not included in the text.

6. Each set of answer choices must include incorrect answer choices from at least two of the categories described in Response Attribute 5.

7. All incorrect answer choices will include at least one concept from the selection.

READING SKILLS
DETAIL

SKILL DESCRIPTION

Educators will be presented with selections containing information they might encounter while performing their professional responsibilities. The educators will be asked either to (1) identify specific details in a selection when presented with questions regarding "who, what, when, where, how, how much, how many, why, or which" or (2) identify specific steps in a selection when presented with questions regarding what comes first, last, immediately before, or immediately after a given event.

SAMPLE ITEM: Specifics

Adapted from an instructional materials catalogue:

The Metric Measurement Unit, for use in grade 5 or 6, offers a variety of manipulative materials and visual aids. Students can use these materials to learn the basic metric units for measuring weights, capacity, area, and length. Two separate kits are available for this unit.

The Metric Games Kit consists of five games that provide practice in using the metric system. Included are game boards, spinners, cards, conversion charts, and other pieces. The price for this kit is $18.00.

The Metric Multi-Media Kit provides audio-visual presentations and written activities for students learning about the metric system. This kit includes filmstrips, cassette tapes, activity cards, spirit masters, and a teacher's manual. The price for this kit is $40.00.

Please enclose a billing invoice with each purchase order. Volume discounts of 10 percent are available for quantities of five or more.

According to this selection, which of the following materials are included in the Metric Multi-Media Kit?

A. conversion charts

B. metric scales

*C. activity cards

D. student workbooks

SAMPLE ITEM: Sequence

Adapted from a memorandum:

TO: TEACHERS, RIO GRANDE ELEMENTARY SCHOOL
FROM: MS. ASHE, PRINCIPAL
RE: OPEN HOUSE

Rio Grande's first Open House will be held next Wednesday night from 7:00 p.m. until 9:00 p.m. Teachers should arrive by 6:45 p.m. Upon arrival, please sign in at the main office. Put on your name tags, which will be alphabetized beside the sign-in sheet. Classrooms should be open by 6:50 p.m. Before opening your doors to parents, please place a parent sign-in sheet in plain view near the door.

When you leave, please turn in your parent sign-in sheet to the main office.

Thank you for your cooperation.

According to this selection, what should the teachers do first when they arrive for Open House?

A. open their classrooms

*B. sign in at the main office

C. place a parent sign-in sheet near the door

D. attend a meeting in the principal's office

STIMULUS ATTRIBUTES

1. A test item will consist of a boxed reading selection followed by a question that begins with the phrase, "According to this selection," and asks about a detail or step in the selection.

2. The question for a specifics item will require the examinee to answer who, what, when, where, how, how much, how many, why, or which. The question for a sequence item will require the examinee to identify what comes first, last, immediately before, or immediately after a given event.

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3. Test questions will be no more than 25 words in length and will contain no words which exceed a twelfth grade level as judged by the Texas Education Agency (TEA) Cumulative Vocabulary List, unless such words appear in the original document excerpted for use in the reading selection.

4. A selection will be drawn from any of the following types of eligible materials:

   a. educationally relevant professional journals
   b. memoranda from administrators, counselors, librarians, or teachers
   c. local school board policy statements
   d. college-level textbooks dealing with curriculum, instruction, measurement, or educational psychology
   e. educationally relevant articles/editorials of magazines/newspapers
   f. teachers' manuals and guides to student textbooks
   g. student textbooks
   h. instructional materials catalogues
   i. administration manuals for standardized tests
   j. emergency instructions (such as fire drills)

5. An introductory phrase will designate the selection's source (e.g., "Adapted from a student textbook:").

6. A selection will develop a central topic with details or steps. A detail will be a piece of information such as a name, an object, a location, a time, a characteristic, or a quantity. A step will be a behavior to be performed as part of a sequence of two or more steps. Selections requiring educators to follow directions should be subsumed, insofar as possible, in detail selections.

7. The following readability constraints will be imposed on all selections:

   a. A selection will contain a minimum of 50 and maximum of 200 words.

   b. A selection will contain no sentences longer than 25 words.

   c. Except for proper nouns, words used to modify original documents will not exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List.

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d. The meaning of technical terminology employed in original documents will be clarified by the document's content.

e. No word level limitations will be imposed on words that are drawn directly from original documents used by educators.

8. Any documents used in item development will be modified.

9. All selections will be relevant to the tasks and responsibilities of educators in Texas.

10. On any given test form, specifics items and sequence items will be included in a ratio of approximately three specifics items for every two sequence items.

RESPONSE ATTRIBUTES

1. Each question will be followed by a set of four answer choices. One answer choice will be a correct response to the selection-relevant question. Three answer choices will be incorrect responses to the selection-relevant question.

2. Each answer choice will consist of one or more details or steps in the form of a word, phrase, or sentence.

3. Answer choices will be no more than 25 words in length and will contain no words which exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List, unless such words appear in the original document adapted for use in the reading selection.

4. The correct answer choice will be an accurate description (restated or paraphrased) of the specific detail or step contained in the reading selection which correctly answers the selection-relevant question.

5. An incorrect answer choice will be one of the following types:

   a. An incorrect specific detail or step, that is, an accurate description of any specific detail or step contained in the selection which does not correctly answer the test question.

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b. An inaccurate specific detail or step, that is, an inaccurate description of any specific detail or step contained in the selection.

c. An irrelevant specific detail or step, that is, a description of any specific detail or step that is related to the content of the selection, but is not contained in the selection.

6. Each set of answer choices must include incorrect answer choices from at least two of the categories described in Response Attribute 5.

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READING SKILLS
FACT AND OPINION

SKILL DESCRIPTION

Educators will be presented with selections containing information they might encounter while performing their professional responsibilities. The educators will be asked to select from among four choices the best statement of a fact/opinion presented in the selection.

SAMPLE ITEM: Identifying facts

Adapted from an education journal:

The typical system of discipline in U.S. classrooms relies heavily on a "stern teacher" approach. This type of approach requires teachers to give threats and warnings to their students. Most teachers have formal lists of classroom rules and consequences. In practice, however, many teachers go through several preliminary steps before imposing formal punishments. This is an inconsistent and relatively ineffective approach to classroom management.

A better alternative to this type of approach is known as "calm discipline." The "calm discipline" approach has four components. One component involves the use of mild punishments. In addition, in the "calm discipline" approach teachers enforce rules without sternness or anger. In short, teachers should not show emotion when using this system. Another component of the "calm discipline" approach requires teachers to maintain a record of each time a particular student breaks a rule. Finally, when using "calm discipline," rewards are provided frequently but unpredictably.

Which of the following statements is a FACT presented in the selection?

A. The "calm discipline" approach is a better method than the "stern teacher" approach to classroom management.

*B. There are four components of the "calm discipline" approach to classroom management.

C. Rewards are rarely used in the "calm discipline" approach to classroom management.

D. Discipline is an increasingly serious problem in the schools today.

SAMPLE ITEM: Identifying opinions

Adapted from an education journal:

Children in school often seem to have a mid-afternoon slump. Although this finding is probably not surprising to any child or teacher, it has only recently been documented.

In a recent study of student problem-solving ability, researchers used a variety of tasks and observational strategies. They discovered that students could solve complex problems more quickly and accurately in the morning than in the afternoon. In the afternoon, students found it difficult to stay focused on problem-solving tasks, and their performance decreased dramatically. In addition, students were shown to be less cooperative with their peers in the afternoon than they were in the morning.

Individuals in charge of scheduling school activities should be cognizant of this type of behavior change. Activities requiring peer interaction should, therefore, probably be held in the morning, not in the afternoon.

Which of the following statements is an OPINION presented in the selection?

A. Teachers would probably be surprised to learn that children suffer from a mid-afternoon slump.

B. According to a recent study, students perform better on problem-solving tasks in the morning than in the afternoon.

*C. Teachers should plan activities requiring peer interaction for the morning rather than the afternoon.

D. Students are more effective on problem-solving tasks when they work in groups than when they work individually.

STIMULUS ATTRIBUTES

1. A test item will consist of a boxed reading selection followed by the question, "Which of the following statements is (a FACT/an OPINION) presented in the selection?

2. A selection will be drawn from any of the following types of eligible materials:

   a. educationally relevant professional journals
   b. memoranda from administrators, counselors, librarians, or teachers
   c. local school board policy statements
   d. college-level textbooks dealing with curriculum, instruction, measurement, or educational psychology
   e. educationally relevant articles/editorials of magazines/newspapers
   f. teachers' manuals and guides to student textbooks
   g. student textbooks

3. An introductory phrase will designate the selection's source (e.g., "Adapted from a student textbook:").

4. A selection must contain at least one fact (a piece of information that has objective reality) and one opinion (an individual's belief or judgment).

5. The following readability constraints will be imposed on all selections:

   a. A selection will contain a minimum of 50 and a maximum of 200 words.

b. A selection will contain no sentences longer than 25 words.

c. Except for proper nouns, words used to modify original documents will not exceed a twelfth grade level as judged by the Texas Education Agency (TEA) Cumulative Vocabulary List.

d. The meaning of technical terminology employed in original documents will be clarified by the document's content.

e. No word level limitations will be imposed on words that are drawn directly from original documents used by educators.

6. Any documents used in item development will be modified.

7. All selections will be relevant to the tasks and responsibilities of educators in Texas.

8. On any given test form, identifying facts and identifying opinions items will be included in approximately equal numbers.

RESPONSE ATTRIBUTES

1. Each question will be followed by a set of four answer choices. One answer choice will be a correct instance of the type of statement (fact or opinion) required by the item. Three answer choices will be either statements not made in the selection or instances of the type of statement (fact or opinion) not specified in the item.

2. Each answer choice will be a single sentence related to the content of the reading selection.

3. Answer choices will be no more than 25 words in length and will contain no words which exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List, unless such words appear in the original document adapted for use in the reading selection.

4. For identifying facts items:

   a. The correct answer will be the fact that is accurate (paraphrased) and relevant.

b. An incorrect answer choice will be one of the following types:

(1) an inaccurate fact, that is, a statement presented as a fact, but contradicted by information in the selection.

(2) an irrelevant fact, that is, a statement presented as a fact, but introducing information not included in the selection. The statement must contain at least one concept from the selection.

(3) an opinion which contains at least one concept from the selection.

c. Each set of answer choices must include incorrect answer choices from at least two of the categories described in Response Attribute 4.b.

5. For identifying opinions items:

a. The correct answer will be the opinion that is accurate (paraphrased) and relevant.

b. An incorrect answer choice will be one of the following types:

(1) a contradicted opinion, that is, a statement presented as an opinion, but contradicted by information in the selection.

(2) an irrelevant opinion, that is, a statement presented as an opinion, but introducing information not included in the selection. The statement must contain at least one concept from the selection.

(3) a fact which contains at least one concept from the selection.

c. Each set of answer choices must include incorrect answer choices from at least two of the categories described in Response Attribute 5.b.

READING SKILLS
INFERENCE

SKILL DESCRIPTION

Educators will be presented with selections containing information they might encounter while performing their professional responsibilities. The educators will be asked to select from among four choices the statement that represents the most reasonable inference based upon the selection.

SAMPLE ITEM

Adapted from an education textbook:

The nature of the questions that teachers ask their students has been the focus of considerable research. This research has shown that the following categories of questions are commonly used in schools: (1) memory questions, (2) translation questions, (3) interpretation questions, and (4) application questions. Memory questions merely ask the students to recall information. At a higher level of thinking, translation questions require students to change information into a different symbolic form. Even more advanced interpretation questions call for students to demonstrate an understanding of the information taught in class. At the highest thinking level, application questions require students to use previously acquired knowledge to solve new problems.

Which one of the following conclusions can most reasonably be drawn from this selection?

A. Translation questions demand higher level thinking skills than do application questions.

B. Interpretation questions are the most enjoyable for students.

C. The four types of questions are equally important in teaching.

*D. Memory questions call for lower level thinking skills than do intepretation questions.

STIMULUS ATTRIBUTES

1. A test item will consist of a boxed reading selection followed by the question, "Which one of the following conclusions can most reasonably be drawn from this selection?"

2. A selection will be drawn from any of the following types of eligible materials:

   a. educationally relevant professional journals
   b. memoranda from administrators, counselors, librarians, or teachers
   c. local school board policy statements
   d. college-level textbooks dealing with curriculum, instruction, measurement, or educational psychology
   e. educationally relevant articles/editorials of magazines/newspapers
   f. teachers' manuals and guides to student textbooks
   g. student textbooks

3. An introductory phrase will designate the selection's source (e.g., "Adapted from a student textbook:").

4. A selection must provide information from which an examinee can perform one of the following inferences:

   a. make comparisons
   b. determine cause or effect
   c. predict outcomes
   d. arrive at a generalization from a series of details
   e. evaluate or make judgments
   f. draw logical conclusions other than those listed above

5. The following readability constraints will be imposed on all selections:

   a. A selection will contain a minimum of 50 and maximum of 200 words.

   b. A selection will contain no sentences longer than 25 words.

   c. Except for proper nouns, words used to modify original documents will not exceed a twelfth grade level as judged by the Texas Education Agency (TEA) Cumulative Vocabulary List.

   d. The meaning of technical terminology employed in original documents will be clarified by the document's content.

e. No word level limitations will be imposed on words that are drawn directly from original documents used by educators.

6. Any documents used in item development will be modified.

7. All selections should be relevant to the tasks and responsibilities of educators in Texas.

RESPONSE ATTRIBUTES

1. Each question will be followed by a set of four answer choices. One answer choice will be a correct inference based on the selection. Three answer choices will be incorrect inferences based on the selection.

2. Each answer choice will be a single sentence related to the content of the reading selection.

3. Answer choices will be no more than 25 words in length and will contain no words which exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List, unless such words appear in the original document adapted for use in the reading selection.

4. The correct answer for an item will be a statement that is an accurate, relevant inference that can be supported based on information presented in the selection.

5. An incorrect answer choice will be one of the following types:

   a. An inaccurate inference, that is, an inference that is contradicted by information in the text.

   b. An unsupported inference, that is, an inference for which insufficient evidence is presented in the text to support the inference.

   c. An irrelevant inference, that is, an inference for which no evidence is presented in the text to support the inference.

6. Each set of answer choices must include incorrect answer choices from at least two of the categories described in Response Attribute 5.

7. All incorrect answer choices will include at least one concept from the selection.

READING SKILLS
REFERENCE USAGE

SKILL DESCRIPTION

Educators will be presented with either excerpts from reference tools they might use while performing their professional responsibilities, or with a professionally-relevant information need that can be satisfied by using a reference tool. The educators will be asked to select from among four choices the response that best identifies where requested information can be found.

SAMPLE ITEM: Using a reference source

Adapted from an index:

learner(s): anxiety in, 242-243; assessing before curriculum development, 106-107; change in, 147-149; characteristics of, 269-274; goals for, 145; intellectual development of, 270-271; mastery learning and, 216-218; performance criteria for, 200-209; pretesting of, 285-289; self-actualization by, 54, 56; testing, purposes of, 196-198; underachievement in, 338-346

learner-teacher ratio: 382

learning: aptitude as speed of, 333-335; evaluation of, 424; failure in, 219, 220; goals in, 143-144; intensive, 394-395; motivation and, 307-309

learning outcomes: analysis of, 162-164; categories of, 171; identifying, as curriculum objective, 184

learning theories: defined, 412-414; behaviorism, 451-452; field theories, 426-429; reinforcement, 461-464; Skinner's operant conditioning, 461-466

On which pages would you look to find a discussion of motivation and learning?

A. pages 394-395

B. pages 200-209

C. pages 216-218

*D. pages 307-309

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SAMPLE ITEM: Selecting a reference source

Where could an educator find the list of publications referred to in a professional book?

A. a table of contents

*B. a bibliography

C. an encyclopedia

D. an index

STIMULUS ATTRIBUTES

1. A test item will require educators to either (1) use a reference source to locate information provided in an excerpt from that source or (2) select the appropriate reference source for locating requested information.

2. References sources eligible for testing will include:

   a. class schedules (teacher and student)
   b. tables
   c. graphs
   d. library card catalogues
   e. dictionaries
   f. standardized test guides
   g. thesauri
   h. curriculum guides/frameworks
   i. encyclopedias
   j. Reader's Guide to Periodical Literature
   k. tables of contents (from professional journals, teachers' manuals and guides, college textbooks, and student textbooks)
   l. indexes (from professional journals, teachers' manual and guides, college textbooks, and student textbooks)
   m. bibliographies (from professional journals, teachers' manual and guides, college textbooks, and student textbooks)

3. For items requiring educators to use a reference source:

   a. An excerpt from an eligible reference source as described in Stimulus Attribute 2 will be presented followed by a one sentence question asking examinees to locate a specific piece of information from that excerpt.

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b. The question will require the examinee to use the reference tool in a typical and appropriate manner. It will specify the nature of the information to be located in the display and will include all the data necessary for locating that information.

c. The question will be no more than 25 words in length and will contain no words which exceed a twelfth grade level as judged by the Texas Education Agency (TEA) Cumulative Vocabulary List, unless such words are used in the original reference tool adapted for use in the display.

d. A phrase will designate the excerpt's source (e.g., "Adapted from a card catalogue:").

e. The following readability constraints will be imposed on all reference tool displays:

(1) A reference tool display will contain a maximum of 100 words.

(2) Except for proper nouns, words used to modify reference tools will not exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List.

(3) No word level limitations will be imposed on words that are drawn directly from original reference tools used by educators.

f. Any reference source used in item development will be modified.

g. Mathematical operations will not be required to answer the question.

4. For items requiring educators to <u>select a reference source</u>:

a. A one sentence question will be presented asking where a particular type of information can be found.

b. The requested information will be available from an eligible reference source as described in Stimulus Attribute 2.

c. The question will be no more than 25 words in length and, except for proper nouns, will not exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List.

5. All test items will be relevant to the tasks and responsibilities of educators in Texas.

6. On any given test form, using a reference source items and selecting a reference source items will be included in a ratio of approximately 4 using a reference source items for every 1 selecting a reference source item.

RESPONSE ATTRIBUTES

1. Each question will be followed by a set of four answer choices. One answer choice will be a correct response to the reference usage question. Three answer choices will be incorrect responses to the reference usage question.

2. For items requiring educators to use a reference source:

   a. Each answer choice will consist of a piece of information (words or numbers) restated from the display.

   b. Answer choices may be phrases or sentences and will be no more than 25 words in length.

   c. The correct answer choice will be the piece of information that accurately responds to the test question.

   d. An incorrect answer choice will be one of the following types:

      (1) Information that is adjacent to the requested information.

      (2) Information that is similar in appearance or meaning to the requested information.

      (3) Information that does not accurately respond to the test question, other than responses described in Response Attributes 2.d.(1) and 2.d.(2).

   e. Each set of answer choices must include incorrect answer choices from at least two of the categories described in Response Attribute 2.d.

3. For items requiring educators to select a reference source:

   a. Each answer choice will be one of the eligible reference sources listed in Stimulus Attribute 2.

b. The correct answer choice will be the name of the reference source that provides the type of information requested by the question.

c. An incorrect answer choice will be one of the reference sources listed in Stimulus Attribute 2 that does not provide the type of information requested by the question (<u>incorrect reference source</u>).

READING SKILLS
JOB-RELATED VOCABULARY

SKILL DESCRIPTION

Educators will be presented with brief selections containing information they might encounter while performing their professional responsibilities. The educators will be asked to select from among four choices the definition of a specified technical term contained in the selection.

SAMPLE ITEM

> Adapted from a memorandum:
>
> The use of peer tutoring has proven to be very effective in our school this year.

Which of the following is the best definition of peer tutoring as used above?

A. Teachers provide individual instruction to their students.

B. Parent volunteers conduct small group instruction with students.

*C. Students provide instructional assistance to other students.

D. Students grade other students' papers.

STIMULUS ATTRIBUTES

1. A test item will consist of a boxed reading selection followed by the question, "Which of the following is the best definition of (identified term) as used above?"

2. The identified term will be selected from the following list.

TEXAS EXAMINATION OF CURRENT ADMINISTRATORS AND TEACHERS (TECAT)
READING SKILLS

JOB-RELATED VOCABULARY

Ability grouping
Absenteeism
Accreditation
Achievement
Achievement tests
Aptitude
Aptitude tests
Admission, Review and Dismissal (ARD) Committee
Assessment
Bilingual education
Classroom management
Certification
Compensatory education
Comprehension
Computer literacy
Continuing contract
Criterion
Criterion-referenced test
Curriculum
Diagnostic
Disadvantaged
Discipline management
Discovery learning
English as a Second Language (ESL)
Evaluation
Expel
Extra-curricular
Extrinsic motivation
Feedback
Formative (evaluation)
Gifted and talented
Grade equivalent score
Guardian
Guided practice
Handicapped
Homebound instruction
Independent practice
Individualized Educational Plan (IEP)
Individualized instruction
In-school suspension
Inservice (education)
Instructional objective
Intrinsic motivation
Learning disability
Learning resources center (LRC)
Lecture method
Lesson plan
Limited English Proficiency (LEP)
Mainstreaming
Mastery learning
Mean (average)
Modeling (behavioral and instructional)
Monitor (v.)
Multicultural
Normal curve
Norm-referenced test
Objective test
Pacing (instruction)
Peer tutor
Percentile
Posttest
Pretest
Probationary contract
Raw Score
Readiness skill
Reinforcement
Remediation
Retention
Scope and sequence (of instruction)
Self concept
Self-paced (instruction)
Social promotion
Socioeconomic status
Special education
Standardized test
Summative (evaluation)
Suspension
Team teaching
Term contract
Time-on-task
Truancy
Vocational Education

3. A selection will be drawn from any of the following types of eligible materials:

   a. educationally relevant professional journals
   b. memoranda from administrators, counselors, librarians, or teachers
   c. college-level textbooks dealing with curriculum, instruction, measurement, or educational psychology
   d. educationally relevant articles/editorials of magazines/newspapers
   e. administration manuals for standardized tests
   f. teachers' manuals and guides to student textbooks

4. An introductory phrase will designate the selection's source (e.g., "Adapted from an education journal:").

5. The following readability constraints will be imposed on all selections:

   a. A selection will contain a maximum of 50 words.

   b. A selection will contain no sentences longer than 25 words.

   c. Except for proper nouns, words will not exceed a twelfth grade level as judged by the Texas Education Agency (TEA) Cumulative Vocabulary List, except for terms listed in Stimulus Attribute 2.

6. The meaning of the identified term will not be clarified by the selection's content.

7. Any documents used in item development will be modified.

8. All selections will be relevant to the tasks and responsibilities of educators in Texas.

RESPONSE ATTRIBUTES

1. Each question will be followed by a set of four answer choices. One answer choice will be a correct definition of the identified term as used in the reading selection. Three answer choices will be incorrect definitions of the identified term as used in the reading selection.

2. Each answer choice will be a single phrase or sentence that is a plausible definition of the identified term as used in the reading selection.

3. Answer choices will be no more than 25 words in length and will contain no words which exceed a twelfth grade level as judged by the TEA Cumulative Vocabulary List, except for terms listed in Stimulus Attribute 2.

4. The correct answer choice will be the most appropriate definition of the term as used in the reading selection.

5. An incorrect answer choice will be one of the following types:

   a. An <u>incorrect</u> definition, that is, a definition of a term listed in Stimulus Attribute 2, other than the identified term.

   b. An <u>irrelevant</u> <u>definition</u>, that is, a definition of a term other than one of those listed in Stimulus Attribute 2.

6. Each set of answer choices must include at least one incorrect answer choice from each of the two categories described in Response Attribute 5.

WRITING SKILLS
MECHANICS

SKILL DESCRIPTION

Educators will be presented with a brief written communication such as they might write to students, parents, colleagues, or community members. Educators will be asked whether, in specified parts of the communication, there is an error in either capitalization, punctuation, or spelling. Educators will be required to identify the part with the error or to indicate that no error is present.

SAMPLE ITEM: Capitalization

> Adapted from a letter to parents:
>
> [1] Dear Parents:
>
> [2] An orientation for the parents of new students will be hosted at Longfellow School next Wednesday. [3] The principal will begin the session by introducing the staff and describing upcoming academic activities. [4] Parents will then be encouraged to visit the classrooms and other School facilities.

In which part of this communication, if any, is there an error in capitalization?

A. Part [2]

B. Part [3]

*C. Part [4]

D. None of the above

SAMPLE ITEM: Punctuation

Adapted from a letter of recommendation:

[1] Dear Admissions Committee Members:

[2] Brett Thompson, an applicant to your college asked me to submit a letter of recommendation on his behalf. [3] I have only known Brett for three months. [4] During that time, however, I have developed a great deal of respect for his skills. [5] He has a special aptitude in the area of foreign language. [6] I'm sure he would be an asset to your college.

In which part of this communication, if any, is there an error in punctuation?

*A. Part [2]

B. Part [4]

C. Part [6]

D. None of the above

SAMPLE ITEM: Spelling

Adapted from a letter to a business official:

[1] Dear Bank Manager:

[2] I teach a class in consumer mathematics at a local high school. [3] Part of the course deals with writing checks and maintaining an accurate checking account. [4] Would your bank be willing to donate 100 blank checks for instructional purposes? [5] Thank you for considering this request.

In which part of this communication, if any, is there an error in spelling?

A. Part [3]

B. Part [4]

C. Part [5]

*D. None of the above

STIMULUS ATTRIBUTES

1. A test item will require educators to identify an error in either capitalization, punctuation, or spelling in a written communication.

2. A test item will consist of a boxed written communication followed by the question, "In which part of this communication, if any, is there an error in (capitalization, punctuation, or spelling)?"

3. The communication will represent one of the following types of writing typically required of educators as part of their professional responsibilities:

   a. memoranda/letters to parents
   b. letters of recommendation
   c. memoranda/letters to colleagues
   d. letters to officials of community organizations or businesses
   e. reports/articles about class, club, or school activities
   f. entries on student records
   g. notes/assignments/feedback to students

4. An introductory phrase will designate the source of the communication (e.g., "Adapted from a letter to a parent:").

5. All parts of the communication will be identified by bracketed numbers, e.g., [2].

6. The body of the communication will contain no more than five sentences.

7. The communication will contain no sentences longer than 25 words.

8. Except for proper nouns, the communication will contain no words which exceed a twelfth grade level as judged by Texas Education Agency Cumulative Vocabulary List.

9. Each communication will contain either (1) one error in capitalization, punctuation, or spelling according to Stimulus Attributes 10, 11, and 12, or (2) no errors in capitalization, punctuation, or spelling.

10. For test items requiring the educator to determine whether a capitalization error is present:

    a. Only errors which represent violations of the Capitalization Rules Eligible for Testing in Content Supplement A will be used in test items.

b. Errors will consist of:

(1) Failing to capitalize a word that should be capitalized according to the rules in Content Supplement A, or

(2) Capitalizing a word that should not be capitalized according to the rules in Content Supplement A.

c. Each communication will exemplify the correct use of at least three different capitalization rules in Content Supplement A.

11. For test items requiring the educator to determine whether a punctuation error is present:

a. Only errors which represent violations of the Punctuation Rules Eligible for Testing in Content Supplement B will be used in test items.

b. Errors will consist of:

(1) Omitting a necessary punctuation mark,

(2) Inserting an extraneous punctuation mark, or

(3) Using an incorrect punctuation mark.

c. Each communication will exemplify the correct use of at least three different punctuation rules in Content Supplement B.

12. For test items requiring the educator to determine whether an error in spelling is present:

a. All errors will be misspellings of words drawn from the Texas Education Agency Spelling List.

b. Each communication will contain at least three different words from those eligible to be misspelled.

RESPONSE ATTRIBUTES

1. Each test item will be followed by a set of four answer choices. One answer choice will be a correct response to the communication-relevant question. Three answer choices will be incorrect responses to the communication-relevant question.

2. The first three answer choices will be parts of the communication designated by bracketed numbers, e.g., Part [2]. The fourth answer choice will be "None of the above."

3. For test items requiring the educator to determine whether a capitalization error is present:

   a. The correct answer choice will be:

      (1) that part of the communication in which capitalization, though required, is not present;

      (2) that part of the communication in which capitalization, though not permissible, is present; or

      (3) the "None of the above" answer choice when there are no capitalization errors in the communication.

   b. Incorrect answer choices will be:

      (1) proper capitalization, that is, identifying a part of the communication as containing an error in capitalization when, in fact, none is present; or

      (2) unidentified error, that is, indicating that no capitalization error is present when, in fact, an error in capitalization is contained in the communication.

4. For test items requiring the educator to determine whether a punctuation error is present:

   a. The correct answer choice will be:

      (1) that part of the communication in which a punctuation mark is omitted or an extraneous, or incorrect punctuation mark is present; or

      (2) the "None of the above" answer choice when there is no punctuation error in the communication.

   b. Incorrect answer choices will be:

      (1) proper punctuation, that is, identifying a part of the communication as containing an error in punctuation when, in fact, none is present; or

(2) unidentified error, that is, indicating that no punctuation error is present when, in fact, an error in punctuation is contained in the communication.

5. For test items requiring the educator to determine whether a spelling error is present:

   a. The correct answer choice will be:

      (1) that part of the communication in which a misspelled word is present; or

      (2) the "None of the above" answer choice when there is no misspelled word in the communication.

   b. Incorrect answer choices will be:

      (1) proper spelling, that is, identifying a part of the communication as containing an error in spelling when, in fact, none is present; or

      (2) unidentified error, that is, indicating that no spelling error is present when, in fact, an error in spelling is contained in the communication.

CONTENT SUPPLEMENT A

CAPITALIZATION RULES ELIGIBLE FOR TESTING

1. Initial capitals are required for:

   a. the first word of a sentence (e.g., Students should do their homework.)

   b. names of days of the week (e.g., Monday, Saturday)

   c. names of months of the year (e.g., March, September)

   d. the pronoun I (e.g., Mr. Brooks and I were selected for the committee.)

   e. names, including initials, of individuals (e.g., John R. Doe)

   f. titles which precede individuals' names (e.g., Mr., Mrs., Doctor, Senator)

   g. all the words in the names of holidays, except prepositions and articles (e.g., New Year's Day)

   h. the first word and all nouns in the salutation of a letter (e.g., Dear Sir or Madam)

   i. the first word in the complimentary close of a letter (e.g., Sincerely yours,)

   j. family relationship names, when they precede a name (e.g., Uncle Bill) or are used in place of a person's name, especially in direct address (e.g., "Did the teacher call me, Father?")

   k. all the words in the names of specific geographical locations, except prepositions, conjunctions, and articles (e.g., the Avenue of the Americas, Rocky Mountains, Florida)

   l. all the words in names of specific organizations and agencies, except prepositions, conjunctions, and articles (e.g., Boy Scouts of America, National Aeronautics and Space Administration)

   m. names of languages (e.g., Spanish, German)

   n. names of nationalities (e.g., Polish, Swedish)

   o. names of religions (e.g., Episcopalian, Baptist) and deities (e.g., Jehovah)

   p. adjectives formed from geographical names, languages, races, nationalities, and religions (e.g., Her lecture is about famous Italian painters.)

   q. the first word and all the other words in titles of books, articles, works of art, etc., except short prepositions, conjunctions, and articles (e.g., The Wind in the Willows.)

2. Initial capitals are never used for:

   a. common nouns (e.g., The principal's Car was hit.)

   b. adjectives not based on proper nouns (e.g., My Best student moved out of the district.)

   c. words other than the first word in the complimentary close of a letter (e.g., Sincerely Yours)

   d. prepositions, conjunctions, or articles in the names of holidays, specific geographical locations, specific organizations, and title of books, articles, etc. (e.g., the Fourth Of July)

   e. family relationships when used alone or preceded by a possessive pronoun (e.g., His Brother was also in my class.)

   f. compass directions that designate direction rather than a section of the country (e.g., Our school is North of the lake.)

   g. names of school subjects, except for (1) proper nouns and adjectives, or (2) course titles followed by a number (e.g., The grades in History and Biology were low this year.)

CONTENT SUPPLEMENT B

PUNCTUATION RULES ELIGIBLE FOR TESTING

1. Periods are required:
   a. at the end of all declarative sentences, including indirect questions
   b. after abbreviations
2. Question Marks are required at the end of a direct question.
3. Commas are required:
   a. in a series of three or more words or phrases (Educators will not be tested on the use of the comma before "and" or "or" in a series.)
   b. between two independent clauses joined by a coordinating conjunction
   c. to separate coordinate adjectives that modify the same noun
   d. to set off nonessential clauses and nonessential participial phrases
   e. to set off expressions, such as appositives, that interrupt the sentence
   f. after the salutation in a friendly letter
   g. after the complimentary close in a letter
   h. between the independent parts of a date (except when you are given only the month, in which case no punctuation is needed)
   i. between the independent parts of an address or geographical location
   j. before a direct quotation
4. Semicolons are required between independent clauses not joined by coordinating conjuctions
5. Apostrophes are required:
   a. to form possessive nouns
   b. to form contractions
6. Colons are required:
   a. to separate hours and minutes in time
   b. after the salutation in a business letter

WRITING SKILLS
ENGLISH USAGE

SKILL DESCRIPTION

Educators will be presented with a brief written communication such as they might write to students, parents, colleagues, or community members. Educators will be asked whether, in specified parts of the communication, there is an error in English usage. Educators will be required to identify the part with the error or to indicate that no error is present.

SAMPLE ITEM

> Adapted from a progress report to a parent:
>
> [1] Sarah has shown excellent progress during the first half of the school year. [2] She is working at grade level in all of her subjects. [3] However, I am concerned that Sarah continues to be shy and withdrawn. [4] Perhaps there is a way for I to help her feel more confident about expressing her ideas.

In which part of this communication, if any, is there an error in English usage?

A. Part [2]

B. Part [3]

*C. Part [4]

D. None of the above

STIMULUS ATTRIBUTES

1. A test item will require educators to identify an English usage error in a written communication.

2. A test item will consist of a boxed written communication followed by the question, "In which part of this communication, if any, is there an error in English usage?"

3. The communication will represent one of the following types of writing typically required of educators as part of their professional responsibilities:

   a. memoranda/letters to parents
   b. letters of recommendation
   c. memoranda/letters to colleagues
   d. letters to officials of community organizations or businesses
   e. reports/articles about class, club, or school activities
   f. entries on student records
   g. notes/assignments/feedback to students

4. An introductory phrase will designate the source of the communication (e.g., "Adapted from a letter to a parent:").

5. All parts of the communication will be identified by bracketed numbers, e.g., [2].

6. The body of the communication will contain no more than five sentences.

7. The communication will contain no sentences longer than 25 words.

8. Except for proper nouns, the communication will contain no words which exceed a twelfth grade level as judged by the Texas Education Agency Cumulative Vocabulary List.

9. The communication will contain sentences reflecting at least two types of constructions, i.e., simple, compound, and complex sentences.

10. Each communication will contain either (1) one error in English usage according to Stimulus Attribute 11 or (2) no errors in English usage. All usage errors will represent violations of the English Usage Rules Eligible for Testing in the content supplement.

11. Eligible categories of errors include:

    a. Agreement
    b. Verb tense
    c. Pronoun usage
    d. Adjective/adverb usage
    e. Homonym selection

RESPONSE ATTRIBUTES

1. Each test item will be followed by a set of four answer choices. One answer choice will be a correct response to the communication-relevant question. Three answer choices will be incorrect responses to the communication-relevant question.

2. The first three answer choices will be parts of the communication designated by bracketed numbers, e.g., Part [2]. The fourth answer choice will be "None of the above."

3. The correct answer choice will be:

   a. that part of the communication in which one of the content supplement's English usage rules has been violated; or

   b. the "None of the above" answer choice when there is no English usage error in the communication.

4. Incorrect answer choices will be:

   a. proper usage, that is, identifying a part of the communication as containing an error in English usage when, in fact, none is present; or

   b. unidentified error, that is, indicating that no English usage error is present when, in fact, an error in English usage is contained in the communication.

CONTENT SUPPLEMENT

ENGLISH USAGE RULES ELIGIBLE FOR TESTING

1. AGREEMENT

   a. Subject-Verb agreement. Subjects and predicates of clauses or sentences must agree in person and number. Subjects to be tested may include (a) simple subjects, (b) compound subjects joined by "and," (c) nouns separated from the predicate by an intervening phrase, and (d) indefinite pronouns. (Example of error: The principal are informing teachers about changes in teaching assignments.) Collective nouns will not be used as subjects in test items.

   b. Pronoun-Antecedent agreement. Pronouns must agree with their antecedents in person and number. (Example of error: If a student wants to go to camp, tell them to sign up immediately.)

2. VERB TENSE

   Verb tense must be formed correctly. (Example of error: When Louise come to the school dance, she couldn't find her ticket.)

3. PRONOUN USAGE

   a. Nominative case. The nominative case of a pronoun must be used in all simple or compound subjects of sentences or clauses. (Example of error: Can her and I co-teach a music class?)

   b. Objective case. The objective case of a pronoun must be used in all simple or compound objects of verbs or prepositions. (Example of error: They chose I to chair the department.)

   c. Possessive case. The possessive case of pronouns must be formed correctly (Example of error: Her's lesson plan was fine.)

4. ADJECTIVE/ADVERB USAGE

   a. Negation. Only one negative word (including "scarcely" and "hardly") may be used to negate the same idea in a sentence. (Example of error: He doesn't never try hard enough on his assignments.)

b. Adjective and adverb form. The comparative and superlative forms of all adjectives and adverbs must be formed correctly. (Example of error: Tina is the better reader in the class.)

c. Adjective and adverb use. An adjective must be used to modify a noun or pronoun. An adverb must be used to modify verbs, adjectives, or other adverbs. (Example of error: Try to avoid speaking too rapid when you give your report.)

5. HOMONYM SELECTION

The proper homonym must be selected for a given context. (Example of error: The test was past by all of the students.)

WRITING SKILLS
SENTENCE FORMATION

SKILL DESCRIPTION

Educators will be presented with a brief written communication such as they might write to students, parents, colleagues, or community members. Educators will be asked whether, in specified parts of the communication, there is an error in sentence formation. Educators will be required to identify the part with the error or to indicate that no error is present.

SAMPLE ITEM

> Adapted from a letter to a colleague:
>
> [1] Dear Dr. Gray:
>
> [2] The purpose of this letter is to request one day of professional leave. [3] I have been asked to participate on a statewide committee, the committee meets on Friday, October 10th. [4] Thank you for considering this request.

In which part of this communication, if any, is there an error in sentence formation?

A. Part [2]

*B. Part [3]

C. Part [4]

D. None of the above

STIMULUS ATTRIBUTES

1. A test item will require educators to identify an error in sentence formation, namely, a sentence fragment or run-on sentence, in a written communication.

2. A test item will consist of a boxed written communication followed by the question, "In which part of this communication, if any, is there an error in sentence formation?"

3. The communication will represent one of the following types of writing typically required of educators as part of their professional responsibilities:

   a. memoranda/letters to parents
   b. letters of recommendation
   c. memoranda/letters to colleagues
   d. letters to officials of community organizations or businesses
   e. reports/articles about class, club, or school activities
   f. entries on student records
   g. notes/assignments/feedback to students

4. An introductory phrase will designate the source of the communication (e.g., "Adapted from a letter to a parent:").

5. All parts of the communication will be identified by bracketed numbers, e.g., [2].

6. The body of the communication will contain no more than five parts (including run-ons and fragments).

7. The communication will contain no sentences, run-ons, or sentence fragments longer than 25 words.

8. Except for proper nouns, the communication will contain no words which exceed a twelfth grade level as judged by the Texas Education Agency Cumulative Vocabulary List.

9. Each communication will contain either (1) one run-on sentence, (2) one sentence fragment, or (3) no sentence formation errors.

RESPONSE ATTRIBUTES

1. Each test item will be followed by a set of four answer choices. One answer choice will be a correct response to the communication-relevant question. Three answer choices will be incorrect responses to the communication-relevant question.

2. The first three answer choices will be parts of the communication designated by bracketed numbers, e.g., Part [2]. The fourth answer choice will be "None of the above."

3. The correct answer choice will be:

   a. that part of the communication which contains a run-on sentence or sentence fragment, or

   b. the "None of the above" answer choice when there is no sentence formation error in the communication.

4. Incorrect answer choices will be:

   a. proper formation, that is, identifying a part of the communication as containing an error in sentence formation when, in fact, none is present; or

   b. unidentified error, that is, indicating that no sentence formation error is present when, in fact, a run-on sentence or sentence fragment is contained in the communication.

WRITING SKILLS
COMPOSITION

SKILL DESCRIPTION

Educators will be asked to select one of two writing assignments designed to elicit writing relevant to their professional responsibilities. Each assignment will specify the purpose, audience, and form for the communication. Responses will be evaluated as clearly acceptable, acceptable, or unacceptable by holistic scoring procedures using the criteria of legibility, mechanics, sentence formation, word usage, and organization. All papers, except those rated as clearly acceptable, will be scored analytically to identify deficits in these areas.

SAMPLE ITEM

Read the two assignments presented below. Then, pick one assignment and prepare a response. Do not respond to both assignments.

1. A student you have known for several years is applying for a summer job as a tutor. The student has asked you to write a letter of recommendation to be included with the job application materials. The student has shown excellent academic performance. In addition, you believe the student has the patience to work effectively as a tutor. Write a letter of recommendation describing the student's skills and abilities.

2. One of your students is falling seriously behind the rest of the class. The student's homework assignments are turned in late, or not at all. In addition, the student has failed several recent tests. You have spoken with the student, but now feel that you should make the parents aware of the situation. Write a letter to the parents describing your concerns and providing any suggestions that you have for helping the student to do passing work.

Your response should be approximately 200 words and related to one of the two assignments described above. It must be written in English. Responses

will be scored on the basis of mechanics, sentence formation, word usage, and organization. Letter format conventions (such as a salutation) may be used but will not be scored. You may write in cursive or print, but your writing must be legible. Scratch paper has been provided. Your final response, however, must appear on this test form. Remember to select one of the writing assignments presented above.

STIMULUS ATTRIBUTES

1. Educators will be directed to choose between two writing assignments.

2. Each writing assignment will be designed to elicit writing relevant to the professional responsibilities of Texas educators.

3. Each writing assignment will be designed to elicit formal writing. The following categories of writing assignments will be eligible:

   a. letters to parents
   b. memoranda/letters to colleagues
   c. letters of recommendation
   d. letters to community organizations
   e. reports/articles about class, club, or school activities
   f. letters to request job application materials or to apply for an education-relevant position

4. The writing assignments presented to an examinee will be drawn from two of the categories listed in Stimulus Attribute 3.

5. Each assignment will establish:

   a. a central writing purpose;

   b. the intended recipient of the communication;

   c. the form for the written communication being requested.

6. The purpose of the communication described in each assignment will be one that educators in Texas might encounter.

7. The intended recipient of the communication may be familiar to the examinee (e.g., colleagues) or may not be familiar (e.g., community representatives).

8. The form specified for each writing assignment will be appropriate to the purpose and recipient of the communication. The form will be either a letter, memorandum, report, or article.

9. Each assignment will contain no more than 100 words. Except for proper nouns, no words used in the writing assignments will exceed a twelfth grade reading level as judged by the Texas Education Agency Cumulative Word List.

10. Following the assignments, a paragraph will indicate that:

    a. the response must be approximately 150 words;

    b. the response must be related to one of the two writing assignments;

    c. the response must be written in English;

    d. the criteria of mechanics, sentence formation, word usage, and organization will be used in scoring the response;

    e. letter format conventions may be used but will not be scored;

    f. the response may be written in either cursive or print, but must be legible;

    g. although scratch paper has been provided, the final response must be written on the test form; and

    h. examinees should respond to one of the two writing assignments.

RESPONSE ATTRIBUTES AND SCORING PROCEDURES

1. The following criteria will be used to evaluate writing responses:

    a. Legibility (used only to distinguish between legible and illegible responses)

    b. Correct use of mechanics

        (1) Spelling
        (2) Capitalization
        (3) Punctuation

    c. Sentence formation (no run-ons or fragments)

d. Appropriate word usage

(1) Agreement
  (a) Subject and verb agreement
  (b) Pronoun and antecedent agreement
(2) Selection
  (a) Noun usage
  (b) Verb usage
  (c) Pronoun usage
  (d) Adjective usage
  (e) Adverb usage
  (f) Appropriate vocabulary given the audience

e. Appropriate organization

(1) Topic relevance
(2) Structure
  (a) Introduction
  (b) Transition between ideas
  (c) Conclusion
(3) Clarity

2. Pages will be evaluated as clearly acceptable, acceptable, or unacceptable. Standards for each category will be established by the State Board of Education.

3. All responses will be initially scored using a holistic method by two independent readers trained in the application of the scoring criteria. Any discrepancies by the first two readers will be resolved by a third reader. If the rating of the third reader does not agree with one of the previous two readers, the paper will again be scored by two independent readers.

4. All papers, except those rated as clearly acceptable, will be scored analytically by a single reader. Weaknesses will be identified in the areas of spelling, capitalization, punctuation, sentence formation, word usage, organization, topic relevance, legibility, and response length.

ADMINISTRATION GUIDELINES

1. Dictionaries will be available to examinees during the composition portion of the writing skills test.

APPENDIX A

TEXAS EDUCATION AGENCY CUMULATIVE WORD LIST

The Texas Education Agency (TEA) Cumulative Word List was developed by the TEA Division of Educational Assessment. The word list was compiled from vocabulary lists in all the state-adopted basal reading series plus several other sources deemed appropriate by Texas curriculum specialists and advisory committees. Specifically, words on this list were taken from the five basal reading series on the current state adopted list.[1] The Basic Skills Word List,[2] developed by IOX Assessment Associates, and the Dolch Basic Word List[3] were used as additional sources.

All words used in the Texas Examination of Current Administrators and Teachers (TECAT) will be taken from this TEA Cumulative Word List, with the following exceptions:

(1) proper nouns,

(2) technical terms taken directly from an original professionally-related selection and clarified by the selection's content,

(3) words derived from the TEA Cumulative Word List by the addition of an affix to any word on the list,

(4) compound words derived by combining any two words from the TEA Cumulative Word List, and

(5) a State Board of Education-approved list of professionally relevant vocabulary terms. These terms will be used only in items measuring job-related vocabulary on the TECAT. These terms are listed in the test specifications for the job-related vocabulary skill.

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1. The five reading series are: American Readers, American Book Company; HBJ Bookmark Reading Program, Harcourt Brace Jovanovich, Inc.; Houghton Mifflin Reading Program, Houghton Mifflin Company; Series r Macmillan Reading, Macmillan Publishing Co., Inc.; and Scott, Foresman Reading, Scott, Foresman and Company.

2. Basic Skills Word List, IOX Assessment Associates. Los Angeles, California, 1980.

3. Edward N. Dolch. "A Basic Sight Vocabulary of 220 Words," in A Manual for Remedial Reading (Champaign, Illinois: Garrard Publishing Company, 1945), p. 438.

CUMULATIVE WORD LIST

A
ABACK
ABACUS
ABALONE
ABANDON
ABBREVIATE
ABBREVIATION
ABDICATE
ABDOMEN
ABDOMINAL
ABDUCT
ABEYANCE
ABHOR
ABIDE
ABILITY
ABLE
ABLY
ABNORMAL
ABOARD
ABODE
ABOLISH
ABOLITION
ABOLITIONIST
ABOMINABLE
ABOUND
ABOUT
ABOVE
ABRASIVE
ABREAST
ABRIDGE
ABROAD
ABRUPT
ABSENCE
ABSENT
ABSENTEE
ABSOLUTE
ABSOLVE
ABSORB
ABSORPTION
ABSTRACT
ABSURD
ABUNDANCE
ABUNDANT
ABUSE
ABUT
ABYSS
ACADEMIC
ACADEMY
ACCELERATE
ACCELERATION
ACCELERATOR
ACCENT
ACCENTUATE
ACCEPT
ACCEPTANCE
ACCESS
ACCESSIBLE
ACCESSORY
ACCIDENT
ACCIDENTAL
ACCLAIM
ACCOLADE
ACCOMMODATE
ACCOMMODATION
ACCOMPANY
ACCOMPLICE
ACCOMPLISH
ACCOMPLISHMENT
ACCORD
ACCORDION
ACCOUNT
ACCUMULATE
ACCUMULATION
ACCURACY
ACCURATE
ACCUSATION
ACCUSE
ACCUSINGLY
ACCUSTOM
ACE
ACHE
ACHIEVE
ACHIEVEMENT
ACHY
ACID
ACKNOWLEDGE
ACKNOWLEDGMENT
ACORN
ACQUAINT
ACQUAINTANCE
ACQUIESCE
ACQUIRE
ACQUISITION
ACQUIT
ACRE
ACREAGE
ACROBAT
ACROBATIC
ACROSS
ACRYLIC
ACT
ACTION
ACTIVATE
ACTIVE
ACTIVITY
ACTOR
ACTRESS
ACTUAL
ACUTE
AD
ADAMANT
ADAPT
ADAPTABLE
ADAPTATION
ADD
ADDICT
ADDITION
ADDITIONAL
ADDRESS
ADEPT
ADEQUATE
ADHERE
ADHESIVE
ADJACENT
ADJOIN
ADJOURN
ADJUST
ADJUSTMENT
ADMINISTER
ADMINISTRATION
ADMINISTRATOR
ADMIRABLE
ADMIRAL
ADMIRATION
ADMIRE
ADMIRER
ADMIRINGLY
ADMISSION
ADMIT
ADMITTANCE
ADMITTED
ADMONITION
ADO
ADOBE
ADOLESCENCE
ADOLESCENT
ADOPT
ADORABLE
ADORE
ADORN
ADRIFT
ADULT
ADVANCE
ADVANCEMENT
ADVANTAGE
ADVENT
ADVENTURE
ADVENTUROUS
ADVERSARY
ADVERSE
ADVERSITY
ADVERTISE
ADVERTISEMENT
ADVICE
ADVISABLE
ADVISE
ADVISER
ADVOCATE
AERIAL
AERONAUT
AERONAUTICAL
AERONAUTICS
AEROSPACE
AESTHETIC
AFFAIR
AFFECT
AFFECTION
AFFECTIONATE
AFFIDAVIT
AFFILIATE
AFFILIATION
AFFIRM
AFFIRMATIVE
AFFLICT
AFFLICTION
AFFORD
AFFRONT
AFLOAT
AFRAID
AFT
AFTER
AFTERMATH
AFTERNOON
AFTERWARD
AGAIN
AGAINST
AGAPE
AGE
AGELESS
AGENCY
AGENT
AGGLOMERATE
AGGRAVATE
AGGRESSION
AGGRESSIVE
AGGRIEVE
AGHAST
AGILE
AGILITY
AGITATE
AGITATION
AGITATOR

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AGO
AGONIZE
AGONY
AGRARIAN
AGREE
AGREEABLE
AGREEMENT
AGRICULTURE
AGROUND
AHEAD
AHOY
AID
AIDE
AIL
AILMENT
AIM
AIMLESS
AIR
AIRCRAFT
AIRLINE
AIRPLANE
AIRPORT
AIRSHIP
AISLE
AJAR
ALARM
ALAS
ALBUM
ALCOHOL
ALCOHOLIC
ALCOVE
ALERT
ALFALFA
ALGAE
ALGEBRA
ALIAS
ALIBI
ALIEN
ALIGHT
ALIGN
ALIKE
ALIMONY
ALIVE
ALL
ALLEGE
ALLEGIANCE
ALLERGIC
ALLERGY
ALLEVIATE
ALLEY
ALLIANCE
ALLIED
ALLIGATOR
ALLOT
ALLOTMENT
ALLOW
ALLOWANCE
ALLOY
ALLURE
ALLY
ALMANAC
ALMOST
ALOFT
ALONE
ALONG
ALOOF
ALOOFNESS
ALOUD
ALPHA
ALPHABET
ALPHABETICAL
ALPINE
ALREADY
ALSO
ALTAR
ALTER
ALTERATION
ALTERNATE
ALTERNATIVE
ALTHOUGH
ALTIMETER
ALTITUDE
ALTO
ALTOGETHER
ALUMINUM
ALUMNI
ALUMNUS
ALWAYS
AM
AMALGAMATE
AMASS
AMATEUR
AMAZE
AMAZEMENT
AMBASSADOR
AMBER
AMBIGUOUS
AMBITION
AMBITIOUS
AMBLE
AMBULANCE
AMBUSH
AMELIORATE
AMEN
AMENABLE
AMEND
AMENDMENT
AMIABLE
AMIABLY
AMID
AMITY
AMMONIA
AMMUNITION
AMONG
AMOUNT
AMPHIBIAN
AMPHIBIOUS
AMPHITHEATER
AMPLE
AMPLIFY
AMPUTATE
AMUSE
AMUSEMENT
AN
ANALOGY
ANALYSIS
ANALYZE
ANATOMY
ANCESTOR
ANCESTRAL
ANCESTRY
ANCHOR
ANCIENT
AND
ANESTHETIC
ANGEL
ANGER
ANGLE
ANGRILY
ANGRY
ANGUISH
ANGULAR
ANIMAL
ANIMATION
ANIMOSITY
ANKLE
ANNEX
ANNIHILATE
ANNIHILATION
ANNIVERSARY
ANNOUNCE
ANNOUNCER
ANNOY
ANNOYANCE
ANNUAL
ANOINT
ANONYMOUS
ANOTHER
ANSWER
ANT
ANTAGONIZE
ANTARCTIC
ANTEATER
ANTELOPE
ANTENNA
ANTHEM
ANTIC
ANTICIPATE
ANTICIPATION
ANTIDOTE
ANTIFREEZE
ANTIQUATED
ANTIQUE
ANTIQUITY
ANTISEPTIC
ANTLER
ANVIL
ANXIETY
ANXIOUS
ANY
ANYBODY
ANYHOW
ANYMORE
ANYONE
ANYTHING
ANYTIME
ANYWAY
ANYWHERE
APART
APARTMENT
APATHETIC
APATHY
APE
APERTURE
APLOMB
APOLOGIZE
APOLOGY
APOSTROPHE
APPALL
APPARATUS
APPAREL
APPARENTLY
APPARITION
APPEAL
APPEAR
APPEARANCE
APPEASE
APPENDAGE
APPENDICITIS
APPENDIX
APPETITE
APPLAUD

APPLAUSE
APPLE
APPLIANCE
APPLICANT
APPLICATION
APPLY
APPOINT
APPOINTMENT
APPORTIONMENT
APPRAISAL
APPRAISE
APPRECIATE
APPRECIATION
APPREHEND
APPREHENSION
APPREHENSIVE
APPRENTICE
APPRENTICESHIP
APPROACH
APPROPRIATE
APPROPRIATION
APPROVAL
APPROVE
APPROXIMATE
APRICOT
APRON
APT
APTITUDE
AQUALUNG
AQUARIUM
AQUATIC
ARABLE
ARBITRARY
ARBITRATION
ARC
ARCADE
ARCH
ARCHAEOLOGIST
ARCHAEOLOGY
ARCHER
ARCHERY
ARCHITECT
ARCHITECTURAL
ARCHITECTURE
ARCTIC
ARDENT
ARDOR
ARDUOUS
ARE
AREA
AREN'T
ARENA
ARGUE
ARGUMENT
ARID
ARISTOCRACY
ARISTOCRAT
ARITHMETIC
ARK
ARM
ARMADA
ARMADILLO
ARMAMENT
ARMCHAIR
ARMISTICE
ARMOR
ARMORY
ARMY
AROMA
AROUND
AROUSE
ARRANGE
ARRANGEMENT
ARRAY
ARREST
ARRIVAL
ARRIVE
ARROGANCE
ARROGANT
ARROW
ARSON
ART
ARTERY
ARTICLE
ARTICULATE
ARTIFACT
ARTIFICIAL
ARTILLERY
ARTISAN
ARTIST
AS
ASBESTOS
ASCEND
ASCERTAIN
ASH
ASHAMED
ASHORE
ASHTRAY
ASIDE
ASK
ASKEW
ASLEEP
ASPARAGUS
ASPECT
ASPHALT
ASPHYXIATE
ASPHYXIATION
ASPIRATION
ASPIRE
ASSAIL
ASSASSINATE
ASSASSINATION
ASSAULT
ASSEMBLE
ASSEMBLY
ASSERT
ASSESS
ASSET
ASSIGN
ASSIGNMENT
ASSIST
ASSISTANCE
ASSISTANT
ASSOCIATE
ASSOCIATION
ASSORTMENT
ASSUME
ASSUMPTION
ASSURANCE
ASSURE
ASTERISK
ASTEROID
ASTONISH
ASTONISHMENT
ASTOUND
ASTRAY
ASTRINGENT
ASTRONAUT
ASTRONOMER
ASTRONOMY
ASYLUM
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ATE
ATHEIST
ATHLETE
ATHLETIC
ATLAS
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ATMOSPHERIC
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AUTHORITY
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AUTUMN
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AVAILABLE
AVALANCHE
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AVERAGE
AVERT
AVIARY
AVIATION
AVIATOR
AVID
AVOCADO
AVOID
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AWAKE
AWAKEN
AWARD

AWARE
AWAY
AWE
AWESOME
AWFUL
AWHILE
AWKWARD
AWL
AWNING
AWOKE
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AXIS
AXLE
AYE
BABBLE
BABIES
BABOON
BABY
BABYSITTER
BABYSITTING
BACHELOR
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BACKACHE
BACKBONE
BACKSLIDE
BACKSTOP
BACKSTRETCH
BACKWARD
BACKWOODS
BACKYARD
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BACTERIA
BACTERIOLOGIST
BACTERIOLOGY
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BADGE
BADGER
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BAGGAGE
BAGPIPE
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BAILIFF
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BAKER
BAKERY
BALANCE
BALCONY
BALD
BALE
BALK
BALL
BALLAD
BALLERINA
BALLET
BALLGAME
BALLOON
BALLOONIST
BALLOT
BALLPLAYER
BALMY
BALSA
BALSAM
BAMBOO
BAN
BANANA
BAND
BANDAGE
BANDIT
BANDY
BANE
BANG
BANISH
BANISHMENT
BANISTER
BANJO
BANK
BANKRUPT
BANKRUPTCY
BANNER
BANQUET
BANTER
BAPTIZE
BAR
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BARBARIAN
BARBARIC
BARBAROUS
BARBECUE
BARBER
BARE
BARGAIN
BARGE
BARK
BARLEY
BARN
BARNACLE
BARNSTORM
BARNYARD
BAROMETER
BARON
BARRACKS
BARRACUDA
BARREL
BARREN
BARRICADE
BARRIER
BARTER
BASALT
BASE
BASEBALL
BASEBOARD
BASEMENT
BASHFUL
BASIC
BASIN
BASIS
BASKET
BASKETBALL
BASKING
BASS
BASSOON
BASTE
BAT
BATCH
BATH
BATHE
BATHROOM
BATHTUB
BATON
BATTALION
BATTER
BATTERY
BATTING
BATTLE
BATTLEMENT
BAWL
BAY
BAYONET
BAYOU
BAZAAR
BE
BEACH
BEACHCOMBER
BEACON
BEAD
BEADWORK
BEADY
BEAGLE
BEAK
BEAKER
BEAM
BEAN
BEAR
BEARABLE
BEARD
BEARING
BEAST
BEAT
BEAU
BEAUTIFICATION
BEAUTIFUL
BEAUTY
BEAVER
BECALM
BECAME
BECAUSE
BECKON
BECOME
BED
BEDAZZLE
BEDECK
BEDLAM
BEDRAGGLE
BEDROCK
BEDROOM
BEDTIME
BEE
BEECH
BEEF
BEEHIVE
BEELINE
BEEN
BEEP
BEESWAX
BEET
BEETLE
BEETLING
BEFORE
BEFOREHAND
BEFOUL
BEG
BEGAN
BEGGAR
BEGIN
BEGINNER
BEGINNING
BEGRUDGE
BEGUILE
BEHAVE
BEHAVIOR
BEHEAD
BEHIND
BEHOLD
BEIGE
BEING
BELATED
BELCH
BELFRY
BELIEF
BELIEVABLE

BELIEVE
BELL
BELLIGERENT
BELLOW
BELLY
BELONG
BELOVED
BELOW
BELT
BENCH
BEND
BENEATH
BENEDICTION
BENEFACTOR
BENEFICIAL
BENEFICIARY
BENEFIT
BENEVOLENT
BENT
BEQUEATH
BERET
BERG
BERRY
BERSERK
BERTH
BESIDE
BESIEGE
BEST
BESTOW
BET
BETRAY
BETROTH
BETROTHAL
BETTER
BETWEEN
BEVEL
BEVERAGE
BEWARE
BEWILDER
BEWILDERMENT
BEWITCH
BEYOND
BIAS
BIB
BIBLE
BIBLIOGRAPHY
BICARBONATE
BICENTENNIAL
BICKER
BICYCLE
BID
BIDDEN
BIG
BIGGER
BIGGEST
BIGOTRY
BIKE
BILINGUAL
BILL
BILLIARDS
BILLION
BILLOW
BILLOWY
BIN
BIND
BINDER
BINDING
BINOCULARS
BIOCHEMICAL
BIOCHEMIST
BIOCHEMISTRY
BIOGRAPHICAL
BIOGRAPHY
BIOLOGICAL
BIOLOGIST
BIOLOGY
BIOPHYSICS
BIPLANE
BIRCH
BIRD
BIRDBATH
BIRDHOUSE
BIRDIES
BIRTH
BIRTHDAY
BIRTHPLACE
BIRTHRIGHT
BISCUIT
BISECT
BISHOP
BISON
BIT
BITE
BITTEN
BITTER
BITTERSWEET
BIVOUAC
BIZARRE
BLACK
BLACKBIRD
BLACKMAIL
BLACKSMITH
BLADE
BLAME
BLANK
BLANKET
BLARE
BLASPHEMY
BLAST
BLAZE
BLEACH
BLEACHERS
BLEAK
BLEAT
BLEED
BLEMISH
BLEND
BLESS
BLEW
BLIND
BLINDFOLD
BLINK
BLISS
BLISSFUL
BLISTER
BLIZZARD
BLOCK
BLOCKADE
BLOCKHEAD
BLOND
BLOOD
BLOOM
BLOSSOM
BLOT
BLOTTER
BLOUSE
BLOW
BLOWN
BLUBBER
BLUE
BLUEBERRY
BLUEBIRD
BLUEGRASS
BLUEJAY
BLUFF
BLUISH
BLUNDER
BLUNT
BLUR
BLURRY
BLURT
BLUSH
BLUSTER
BOAR
BOARD
BOARDER
BOARDWALK
BOAST
BOAT
BOB
BOBCAT
BODY
BODYGUARD
BOG
BOGGLE
BOGGY
BOIL
BOILER
BOISTEROUS
BOLD
BOLDNESS
BOLSTER
BOLT
BOMB
BOMBARD
BOMBARDIER
BOMBARDMENT
BONANZA
BOND
BONDAGE
BONE
BONFIRE
BONNET
BONUS
BONY
BOOK
BOOKKEEPER
BOOKKEEPING
BOOKMOBILE
BOOKPLATE
BOOKSTORE
BOOM
BOOMERANG
BOON
BOOST
BOOT
BOOTH
BOOTY
BORDER
BORE
BOREDOM
BORN
BORROW
BOSOM
BOSS
BOTANICAL
BOTANIST
BOTANY
BOTH
BOTHER
BOTHERSOME
BOTTLE

BOTTLENECK
BOTTOM
BOUDOIR
BOUGH
BOUGHT
BOULDER
BOULEVARD
BOUNCE
BOUND
BOUNDARY
BOUNDLESS
BOUNTIFUL
BOUNTY
BOUQUET
BOUT
BOW
BOWER
BOWL
BOX
BOY
BOYCOTT
BRACE
BRACELET
BRACKET
BRAG
BRAID
BRAILLE
BRAIN
BRAKE
BRAMBLE
BRANCH
BRAND
BRANDISH
BRASH
BRASS
BRAVE
BRAVERY
BRAVEST
BRAWL
BRAWN
BRAWNY
BRAY
BRAZEN
BREACH
BREAD
BREAK
BREAKER
BREAKFAST
BREAKNECK
BREAKTHROUGH
BREAST
BREATH
BREATHE
BREATHTAKING
BREECHES
BREED
BREEZE
BREW
BRIBE
BRICK
BRIDE
BRIDESMAID
BRIDGE
BRIDLE
BRIEF
BRIGADE
BRIGADIER
BRIGHT
BRIGHTEN
BRILLIANT
BRIM
BRING
BRINK
BRISK
BRISTLE
BRITCHES
BRITTLE
BROAD
BROADCAST
BROCADE
BROCHURE
BROIL
BROKE
BROKEN
BROKER
BRONCHIAL
BRONCO
BRONZE
BROOD
BROOK
BROOM
BROOMSTICK
BROTH
BROTHER
BROTHERHOOD
BROUGHT
BROW
BROWN
BROWNIE
BROWSE
BRUISE
BRUSH
BRUSQUE
BRUTAL
BRUTE
BUBBLE
BUCK
BUCKBOARD
BUCKET
BUCKLE
BUCKSHOT
BUD
BUDGE
BUDGET
BUFF
BUFFALO
BUFFER
BUFFET
BUFFOON
BUG
BUGGY
BUGLE
BUILD
BUILDER
BUILT
BULB
BULGE
BULKY
BULL
BULLDOZER
BULLET
BULLETIN
BULLY
BUMP
BUMPER
BUMPY
BUN
BUNCH
BUNDLE
BUNGALOW
BUNK
BUNNIES
BUNNY
BUNT
BUOY
BUOYANT
BURDEN
BUREAU
BURGLAR
BURIAL
BURIED
BURLAP
BURLESQUE
BURLY
BURN
BURNISH
BURR
BURRO
BURROW
BURST
BURY
BUS
BUSH
BUSHEL
BUSHY
BUSILY
BUSINESS
BUST
BUSTLE
BUSY
BUSYBODY
BUT
BUTCHER
BUTLER
BUTT
BUTTE
BUTTER
BUTTERFLIES
BUTTERFLY
BUTTON
BUTTRESS
BUY
BUZZ
BUZZARD
BY
CAB
CABARET
CABBAGE
CABIN
CABINET
CABLE
CABOOSE
CACHE
CACKLE
CACTUS
CADDIE
CADET
CAFE
CAFETERIA
CAGE
CAHOOTS
CAJOLE
CAKE
CALAMITY
CALCULATE
CALCULATION
CALCULATOR
CALDRON
CALENDAR
CALF
CALIBER
CALICO

CALL
CALLER
CALLOUS
CALM
CALORIE
CALVE
CAMARADERIE
CAME
CAMEL
CAMEO
CAMERA
CAMOUFLAGE
CAMP
CAMPAIGN
CAMPUS
CAN
CAN'T
CANAL
CANARY
CANCEL
CANCELLATION
CANDELABRUM
CANDID
CANDIDATE
CANDIES
CANDLE
CANDLELIGHT
CANDY
CANE
CANINE
CANISTER
CANKER
CANNIBAL
CANNIBALIZE
CANNON
CANNOT
CANOE
CANOPIES
CANOPY
CANTALOUPE
CANTANKEROUS
CANTEEN
CANVAS
CANVASS
CANYON
CAP
CAPABILITY
CAPABLE
CAPACITY
CAPE
CAPER
CAPILLARY
CAPITAL
CAPITALISM
CAPITALIST
CAPITALIZE
CAPITOL
CAPSIZE
CAPSULE
CAPTAIN
CAPTION
CAPTIVATE
CAPTIVE
CAPTIVITY
CAPTURE
CAR
CARAMEL
CARAT
CARAVAN
CARBON
CARBURETOR
CARCASS
CARD
CARDBOARD
CARDIGAN
CARDINAL
CARE
CAREEN
CAREER
CAREFREE
CAREFUL
CARELESS
CARESS
CARGO
CARIBOU
CARICATURE
CARLOAD
CARNATION
CARNIVAL
CARNIVORE
CARNIVOROUS
CAROL
CAROUSEL
CARP
CARPENTER
CARPET
CARRIAGE
CARRIED
CARRIER
CARRIES
CARROT
CARRY
CART
CARTON
CARTOON
CARTOONIST
CARTRIDGE
CARVE
CASCADE
CASE
CASEMENT
CASH
CASHIER
CASHMERE
CASING
CASKET
CASSEROLE
CASSETTE
CAST
CASTE
CASTLE
CASUAL
CASUALTY
CAT
CATALOG
CATAPULT
CATARACT
CATASTROPHE
CATCH
CATCHER
CATECHISM
CATEGORY
CATER
CATERPILLAR
CATHEDRAL
CATSUP
CATTLE
CAUCUS
CAUGHT
CAULIFLOWER
CAULK
CAUSE
CAUSEWAY
CAUSTIC
CAUTIOUS
CAVALCADE
CAVALRY
CAVE
CAVERN
CAVITY
CAVORT
CEASE
CEDAR
CEILING
CELEBRATE
CELEBRATION
CELEBRITY
CELERY
CELESTIAL
CELL
CELLAR
CELLULAR
CEMENT
CEMETERY
CENSOR
CENSUS
CENT
CENTENNIAL
CENTER
CENTIMETER
CENTRAL
CENTURIES
CENTURY
CERAMICS
CEREAL
CEREBRAL
CEREMONIAL
CEREMONIOUS
CEREMONY
CERTAIN
CERTAINTY
CERTIFICATE
CERTIFICATION
CERTIFY
CHAFE
CHAGRIN
CHAIN
CHAIR
CHAIRMAN
CHALK
CHALLENGE
CHAMBER
CHAMPAGNE
CHAMPION
CHAMPIONSHIP
CHANCE
CHANCELLOR
CHANGE
CHANGEABLE
CHANNEL
CHANT
CHAOS
CHAOTIC
CHAP
CHAPEL
CHAPLAIN
CHAPTER
CHAR
CHARACTER
CHARACTERISTIC
CHARACTERIZE
CHARCOAL

CHARGE
CHARIOT
CHARITY
CHARM
CHART
CHARTER
CHASE
CHASM
CHASSIS
CHASTISE
CHAT
CHATTER
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CHEAP
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CIRCULATORY
CIRCUMFERENCE
CIRCUMSTANCE
CIRCUMSTANTIAL
CIRCUMVENT
CIRCUS
CISTERN
CITATION
CITIES
CITIZEN
CITIZENSHIP
CITY
CIVIC
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CLAD
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COMMOTION
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CONCERT
CONCESSION
CONCISE
CONCLUDE
CONCLUSION
CONCLUSIVE
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CONCOCTION
CONCOURSE
CONCRETE
CONCUSSION
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CONNECTION
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CONSCIOUSNESS
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CORRUGATE
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CREATE
CREATION
CREATIVE
CREATIVITY
CREATURE
CREDENTIALS
CREDIBILITY
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CRITICAL
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CROCODILE
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CRYPTOGRAM
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CURRENCY
CURRENT
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DEFENSE
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DEFIANCE
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DEFICIENCY
DEFICIENT
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DEFINITE
DEFINITION
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DEFLATION
DEFLECT
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DEFROST
DEFY
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DEJECTION
DELAY
DELEGATE
DELEGATION
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DELICACIES
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DELICATE
DELICATESSEN
DELICIOUS
DELIGHT
DELIGHTFUL
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DELIVER
DELIVERY
DELUSION
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DESCRIBE
DESCRIPTION
DESCRIPTIVE
DESERT
DESERTION
DESERVE
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DESIRABLE
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DESK
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DETENTION
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DEVELOPMENT
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DEVOTION
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DIAGONAL
DIAGRAM
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DIALOGUE
DIAMETER
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DIARY
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DIRECTION
DIRECTOR
DIRECTORIES
DIRECTORY
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DIRTY
DISABILITY
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DISAPPOINT
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DISAPPROVE
DISARM
DISARRAY
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DISCIPLINE
DISCLOSE
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DISCOVER
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DISCRETION
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DISCRIMINATORY
DISCUSS
DISCUSSION
DISEASE
DISEMBARK
DISENCHANTMENT
DISENGAGE
DISFIGURE
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FOOTPRINT
FOOTREST
FOOTSTEP
FOOTWORK
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FORECAST
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FOREGROUND
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FORM
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FORMALITY
FORMALIZATION
FORMAT
FORMATION
FORMER
FORMIDABLE
FORMULA
FORMULATE
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FRAMEWORK
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IMAGE
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IMPROBABLE
IMPROMPTU
IMPROPER
IMPROVE
IMPROVEMENT
IMPROVISATION
IMPROVISE
IMPUDENT
IMPULSE
IMPULSIVE
IMPURITIES
IMPURITY
IN
INABILITY
INACCESSIBLE
INADEQUATE
INADVERTENT
INALIENABLE
INANE
INANIMATE
INARTICULATE
INAUGURAL
INAUGURATE
INAUSPICIOUS
INCANDESCENT
INCAPABLE
INCENSE
INCENTIVE
INCH
INCIDENT
INCIDENTAL
INCISION
INCITE
INCLINATION
INCLINE
INCLUDE
INCLUSIVE
INCOME
INCOMPATIBLE
INCOMPETENT
INCOMPLETE
INCOMPREHENSIBLE
INCONGRUOUS
INCONVENIENCE
INCONVENIENT
INCORPORATE
INCORPORATION
INCORRECT
INCORRIGIBLE
INCREASE
INCREDIBLE
INCREDIBLY
INCREDULITY
INCREDULOUS
INCRIMINATE
INCUBATE
INCUBATOR
INCUMBENT
INCUR
INCURABLE
INDEBTED
INDEBTEDNESS
INDEED
INDEFINITE
INDELIBLE
INDEMNITY
INDENT
INDENTATION
INDENTURE
INDEPENDENCE
INDEPENDENT
INDESTRUCTIBLE
INDEX
INDIAN
INDICATE
INDICT
INDICTMENT
INDIFFERENCE
INDIFFERENT
INDIGENOUS
INDIGESTION
INDIGNANT
INDIGNATION
INDIGNITY
INDIGO
INDIRECT
INDISPENSABLE
INDIVIDUAL
INDOOR
INDUCE
INDUCEMENT
INDULGE
INDUSTRIAL
INDUSTRIES
INDUSTRIOUS
INDUSTRY
INEFFICIENT
INEPT
INEQUITY
INERT
INERTIA
INEVITABLE
INEXPLICABLE
INFALLIBLE
INFAMOUS
INFANT
INFANTILE
INFANTRY
INFECT
INFECTION
INFECTIOUS
INFERIOR
INFERNAL
INFERNO
INFEST
INFILTRATE
INFINITE
INFINITY
INFIRMARY
INFIRMITY
INFLAME
INFLAMMABLE
INFLATE
INFLATION
INFLICT
INFLUENCE
INFLUENTIAL
INFLUENZA
INFLUX
INFORM
INFORMAL

INFORMALITY
INFORMANT
INFORMATION
INFORMATIVE
INFRARED
INFRINGE
INFURIATE
INGENIOUS
INGENUITY
INGEST
INGESTION
INGRATE
INGRATITUDE
INGREDIENT
INHABIT
INHABITANT
INHALE
INHALER
INHERENT
INHERIT
INHERITANCE
INHIBITION
INHUMANE
INITIAL
INITIATE
INITIATION
INITIATIVE
INJECTION
INJUNCTION
INJURE
INJURY
INJUSTICE
INK
INKLING
INLAID
INMATE
INN
INNATE
INNER
INNING
INNKEEPER
INNOCENT
INNOCUOUS
INNOVATION
INNUMERABLE
INOCULATE
INOPERATIVE
INQUIRE
INQUIRY
INQUISITION
INQUISITIVE
INSANE
INSATIABLE
INSCRIPTION
INSECT
INSENSIBLE
INSEPARABLE
INSERT
INSIDE
INSIDIOUS
INSIGHT
INSIGNIA
INSIGNIFICANT
INSINUATE
INSINUATION
INSIPID
INSIST
INSISTENT
INSOLENCE
INSOLENT
INSOLUBLE
INSOMNIA
INSPECT
INSPECTION
INSPECTOR
INSPIRATION
INSPIRE
INSTALL
INSTALLATION
INSTALLMENT
INSTANCE
INSTANT
INSTANTANEOUS
INSTEAD
INSTIGATE
INSTILL
INSTINCT
INSTINCTIVE
INSTITUTE
INSTITUTION
INSTRUCT
INSTRUCTION
INSTRUCTOR
INSTRUMENT
INSTRUMENTAL
INSUFFERABLE
INSULATE
INSULATION
INSULT
INSURANCE
INSURE
INSURRECTION
INTACT
INTAKE
INTANGIBLE
INTEGER
INTEGRATE
INTEGRITY
INTELLECTUAL
INTELLIGENCE
INTELLIGENT
INTEND
INTENSE
INTENSITY
INTENSIVE
INTENT
INTENTION
INTERACT
INTERCEPT
INTERCOM
INTERCONTINENTAL
INTEREST
INTERFERE
INTERFERENCE
INTERIM
INTERIOR
INTERLUDE
INTERMEDIATE
INTERMINABLE
INTERMISSION
INTERMITTENT
INTERN
INTERNAL
INTERNATIONAL
INTERPRET
INTERPRETATION
INTERPRETER
INTERROGATE
INTERROGATION
INTERRUPT
INTERRUPTION
INTERSECT
INTERSECTION
INTERSPERSE
INTERSTELLAR
INTERVAL
INTERVENE
INTERVENTION
INTERVIEW
INTESTINE
INTIMATE
INTIMIDATE
INTO
INTOLERABLE
INTOLERANT
INTONATION
INTONE
INTOXICATE
INTRAMURAL
INTREPID
INTRICATE
INTRIGUE
INTRINSIC
INTRODUCE
INTRODUCTION
INTROSPECTIVE
INTRUDE
INTRUDER
INTRUSION
INTUITION
INTUITIVE
INUNDATE
INVADE
INVADER
INVALID
INVALIDATE
INVALUABLE
INVARIABLE
INVARIABLY
INVASION
INVENT
INVENTION
INVENTIVE
INVENTOR
INVENTORY
INVERSE
INVERT
INVERTEBRATE
INVEST
INVESTIGATE
INVESTIGATION
INVESTMENT
INVIGORATING
INVISIBLE
INVITATION
INVITE
INVOCATION
INVOICE
INVOLUNTARY
INVOLVE
INVULNERABLE
INWARD
IODINE
IRIDESCENT
IRK
IRON
IRONIC
IRONICAL
IRONY
IRRATIONAL
IRREGULAR
IRRELEVANT

IRREPARABLE
IRREPARABLY
IRRESISTIBLE
IRREVERSIBLE
IRREVOCABLY
IRRIGATE
IRRIGATION
IRRITABILITY
IRRITABLE
IRRITATE
IS
ISLAND
ISLE
ISN'T
ISOLATE
ISOLATION
ISSUE
ISTHMUS
IT
IT'LL
IT'S
ITALICS
ITCH
ITEM
ITEMIZE
ITS
ITSELF
IVORY
IVY
JAB
JACKET
JADE
JAGGED
JAIL
JAM
JAMMED
JANITOR
JAR
JARGON
JAUNDICE
JAUNT
JAUNTY
JAVELIN
JAVELINA
JAW
JAY
JAZZ
JEALOUS
JEALOUSY
JEANS
JEEP
JEER
JELLY
JELLYFISH
JEOPARDIZE
JEOPARDY
JERK
JERKY
JERSEY
JEST
JESTER
JET
JEWEL
JEWELER
JEWELRY
JIG
JIGGLE
JILT
JINGLE
JITTERY
JOB
JOCKEY
JOG
JOGGER
JOGGING
JOIN
JOINT
JOKE
JOLLY
JOLT
JOSTLE
JOUNCE
JOURNAL
JOURNALISM
JOURNALIST
JOURNEY
JOUST
JOVIAL
JOY
JOYFULLY
JOYOUS
JUBILANT
JUDGE
JUDGMENT
JUDICIAL
JUDICIARY
JUDICIOUS
JUDO
JUG
JUGGLE
JUGGLER
JUICE
JUICY
JUMP
JUMPY
JUNCTION
JUNGLE
JUNIOR
JUNK
JUNKYARD
JURISDICTION
JUROR
JURY
JUST
JUSTICE
JUSTIFICATION
JUSTIFY
JUT
JUVENILE
KALEIDOSCOPE
KALEIDOSCOPIC
KANGAROO
KARATE
KATYDID
KAYAK
KEEL
KEEN
KEEP
KEEPER
KEEPSAKE
KEG
KELP
KENNEL
KEPT
KERCHIEF
KERNEL
KEROSENE
KETTLE
KEY
KEYBOARD
KEYNOTE
KHAKI
KICK
KICKBALL
KID
KIDNAP
KIDNEY
KILL
KILLER
KILN
KILOGRAM
KILOLITER
KILOMETER
KIMONO
KIN
KIND
KINDERGARTEN
KINDLE
KINDNESS
KINDRED
KING
KINGDOM
KINK
KINSHIP
KISS
KIT
KITCHEN
KITE
KITTY
KNACK
KNAPSACK
KNAVE
KNEAD
KNEE
KNEEL
KNELT
KNEW
KNIFE
KNIGHT
KNIT
KNITTING
KNOB
KNOBBY
KNOCK
KNOLL
KNOT
KNOW
KNOWLEDGE
KNOWN
KNUCKLE
LAB
LABEL
LABOR
LABORATORY
LABORER
LABORIOUS
LACE
LACERATE
LACK
LACQUER
LACY
LAD
LADDER
LADEN
LADIES
LADLE
LADY
LAG
LAGOON
LAID
LAIR
LAKE

LAMB
LAME
LAMENT
LAMINATE
LAMINATION
LAMP
LANCE
LAND
LANDLORD
LANDMARK
LANDSCAPE
LANDSLIDE
LANE
LANGUAGE
LANKY
LANTERN
LAP
LAPEL
LAPSE
LARCENY
LARD
LARGE
LARGER
LARGEST
LARK
LARVA
LASER
LASH
LASS
LASSO
LAST
LATCH
LATE
LATER
LATERAL
LATHER
LATITUDE
LATTER
LATTICE
LAUGH
LAUGHTER
LAUNCH
LAUNDRY
LAUREL
LAVA
LAVATORY
LAVENDER
LAVISH
LAW
LAWN
LAWYER
LAXATIVE
LAXITY
LAY
LAYER
LAZY
LEAD
LEADER
LEADERSHIP
LEAF
LEAFLET
LEAFY
LEAGUE
LEAK
LEAN
LEAP
LEARN
LEASE
LEASH
LEAST
LEATHER
LEATHERY
LEAVE
LECTURE
LECTURER
LED
LEDGE
LEE
LEERY
LEFT
LEFTOVER
LEG
LEGACY
LEGAL
LEGATION
LEGEND
LEGENDARY
LEGIBLE
LEGION
LEGISLATION
LEGISLATIVE
LEGISLATURE
LEGITIMATE
LEISURE
LEMON
LEMONADE
LEND
LENGTH
LENGTHWISE
LENIENCY
LENIENT
LENS
LEOPARD
LEOTARD
LESS
LESSEN
LESSON
LEST
LET
LETHAL
LETHARGY
LETTER
LETTING
LETTUCE
LEVEE
LEVEL
LEVER
LEVERAGE
LEVY
LIABILITY
LIABLE
LIAISON
LIAR
LIBEL
LIBERAL
LIBERATE
LIBERATOR
LIBERTY
LIBRARIAN
LIBRARY
LICENSE
LICK
LID
LIE
LIEUTENANT
LIFE
LIFEBOAT
LIFELIKE
LIFESAVING
LIFETIME
LIFT
LIGHT
LIGHTEN
LIGHTER
LIGHTHOUSE
LIGHTNING
LIGHTWEIGHT
LIKE
LIKENESS
LILAC
LILY
LIMB
LIMBER
LIME
LIMEADE
LIMERICK
LIMESTONE
LIMIT
LIMITATION
LIMOUSINE
LIMP
LINE
LINEAGE
LINEAR
LINEMAN
LINEN
LINER
LINGER
LINGO
LINGUIST
LINIMENT
LINK
LINOLEUM
LINT
LION
LIONESS
LIP
LIPSTICK
LIQUID
LIQUOR
LISP
LIST
LISTEN
LISTENER
LISTLESS
LIT
LITER
LITERACY
LITERAL
LITERARY
LITERATURE
LITTER
LITTLE
LIVE
LIVELIEST
LIVELIHOOD
LIVER
LIVERY
LIVESTOCK
LIVID
LIZARD
LLAMA
LOAD
LOAF
LOAM
LOAN
LOATHE
LOATHSOME
LOAVES
LOB
LOBBY
LOBE

LOBSTER
LOCAL
LOCALE
LOCALITY
LOCATE
LOCATION
LOCK
LOCOMOTIVE
LOCUST
LODGE
LOFT
LOFTY
LOG
LOGARITHM
LOGBOOK
LOGGER
LOGIC
LOGICAL
LOGO
LOITER
LOLL
LONE
LONELIEST
LONELINESS
LONESOME
LONG
LONGER
LONGEST
LONGITUDE
LOOK
LOOKOUT
LOOM
LOON
LOOP
LOOSE
LOOSEN
LOOT
LOPE
LOPSIDED
LORD
LORE
LOSE
LOSS
LOST
LOT
LOTION
LOTTERY
LOUD
LOUDER
LOUDSPEAKER
LOUNGE
LOVE
LOVELIEST
LOVINGLY
LOW
LOWER
LOWLAND
LOYAL
LOZENGE
LUAU
LUBRICANT
LUBRICATE
LUCK
LUCKILY
LUCKY
LUCRATIVE
LUDICROUS
LUG
LUGGAGE
LULL
LULLABY
LUMBER
LUMINESCENT
LUMINOUS
LUMP
LUNAR
LUNATIC
LUNCH
LUNCHROOM
LUNCHTIME
LUNG
LUNGE
LURCH
LURE
LURK
LUSCIOUS
LUSH
LUST
LUSTER
LUSTROUS
LUXURIANT
LUXURIOUS
LUXURY
LYE
LYING
LYNCH
LYNX
LYRICS
MACARONI
MACHINE
MACHINERY
MAD
MADAM
MADE
MAESTRO
MAGAZINE
MAGENTA
MAGIC
MAGICAL
MAGICIAN
MAGISTRATE
MAGNET
MAGNETIC
MAGNIFICENT
MAGNIFIED
MAGNIFY
MAGNITUDE
MAHOGANY
MAID
MAIL
MAILBOX
MAIM
MAIN
MAINLAND
MAINSPRING
MAINSTAY
MAINSTREAM
MAINTAIN
MAINTENANCE
MAIZE
MAJESTIC
MAJESTY
MAJOR
MAJORITY
MAKE
MAKESHIFT
MAKEUP
MALADJUSTED
MALADJUSTMENT
MALADY
MALARIA
MALE
MALFUNCTION
MALICE
MALICIOUS
MALLARD
MALLEABLE
MALLET
MAMA
MAMMAL
MAMMOTH
MAN
MANACLE
MANAGE
MANAGEMENT
MANAGER
MANDATORY
MANE
MANEUVER
MANGER
MANGLE
MANGY
MANHOLE
MANIA
MANIAC
MANICURE
MANIFEST
MANIFESTATION
MANILA
MANIPULATE
MANKIND
MANNEQUIN
MANNER
MANNERISM
MANOR
MANSION
MANTEL
MANUAL
MANUFACTURE
MANURE
MANUSCRIPT
MANY
MAP
MAPLE
MAR
MARATHON
MARAUDER
MARBLE
MARCH
MARCHER
MARE
MARGIN
MARGINAL
MARINA
MARINE
MARINER
MARITAL
MARITIME
MARK
MARKER
MARKET
MAROON
MARRIAGE
MARRIED
MARROW
MARRY
MARSH
MARSHAL
MARSHMALLOW
MARSHY
MARTIAL
MARTYR

MARTYRDOM
MARVEL
MARVELOUS
MASCOT
MASCULINE
MASH
MASK
MASON
MASONRY
MASQUERADE
MASS
MASSACRE
MASSAGE
MASSIVE
MAST
MASTER
MASTERPIECE
MAT
MATCH
MATE
MATERIAL
MATERIALISTIC
MATERIALIZE
MATERNAL
MATERNITY
MATH
MATHEMATICIAN
MATHEMATICS
MATINEE
MATRIMONY
MATRON
MATTED
MATTER
MATTRESS
MATURE
MAUL
MAXIMUM
MAY
MAYBE
MAYOR
MAZE
ME
MEADOW
MEADOWLARK
MEAGER
MEAL
MEALYBUG
MEAN
MEANDER
MEANEST
MEANT
MEANTIME
MEANWHILE
MEASLES
MEASURE
MEASUREMENT
MEAT
MECHANIC
MECHANICAL
MECHANISM
MEDAL
MEDDLE
MEDIA
MEDIAN
MEDICAL
MEDICINE
MEDIEVAL
MEDIOCRE
MEDITATE
MEDITATION
MEDIUM
MEDLEY
MEEK
MEET
MEGAPHONE
MELLOW
MELODRAMA
MELODRAMATIC
MELODY
MELON
MELT
MEMBER
MEMBERSHIP
MEMBRANE
MEMENTO
MEMOIR
MEMORABLE
MEMORANDUM
MEMORIAL
MEMORIZE
MEMORY
MEN
MENACE
MENAGERIE
MEND
MENTAL
MENTION
MENU
MERCANTILE
MERCENARY
MERCHANDISE
MERCHANT
MERCURY
MERCY
MERE
MERGE
MERIDIAN
MERINGUE
MERIT
MERITORIOUS
MERMAID
MERRILY
MERRY
MESA
MESH
MESQUITE
MESS
MESSAGE
MESSENGER
MESSY
MET
METABOLISM
METAL
METALLIC
METAMORPHOSIS
METEOR
METEORITE
METER
METHOD
METHODICAL
METICULOUS
METRIC
METROPOLIS
METROPOLITAN
MICE
MICROBE
MICROFILM
MICROORGANISM
MICROPHONE
MICROSCOPE
MICROSCOPIC
MICROWAVE
MID
MIDAIR
MIDDAY
MIDDLE
MIDGET
MIDNIGHT
MIDSECTION
MIDST
MIDSUMMER
MIDWAY
MIDWIFE
MIGHT
MIGHTY
MIGRATE
MIGRATION
MIGRATORY
MILD
MILDEW
MILE
MILEAGE
MILESTONE
MILITARY
MILITIA
MILK
MILKY
MILL
MILLENNIUM
MILLIGRAM
MILLILITER
MILLIMETER
MILLION
MILLIONAIRE
MILLSTONE
MIMIC
MINCE
MIND
MINE
MINER
MINERAL
MINGLE
MINIATURE
MINICOMPUTER
MINIMAL
MINIMUM
MINISTER
MINK
MINNOW
MINOR
MINORITIES
MINORITY
MINSTREL
MINT
MINUTE
MIRACLE
MIRACULOUS
MIRAGE
MIRROR
MISBEHAVE
MISCARRIAGE
MISCELLANEOUS
MISCHIEF
MISCHIEVOUS
MISCONCEPTION
MISCONDUCT
MISDEMEANOR
MISER
MISERABLE
MISERABLY
MISERY
MISFORTUNE

MISGIVING
MISGUIDE
MISHAP
MISJUDGE
MISLEAD
MISNOMER
MISPLACE
MISS
MISSILE
MISSION
MISSIONARY
MISSPELL
MIST
MISTAKE
MISTER
MISTLETOE
MISTRESS
MISTRUST
MISTY
MISUNDERSTAND
MISUNDERSTOOD
MITE
MITT
MITTEN
MIX
MIXER
MIXTURE
MOAN
MOB
MOBILE
MOBILIZE
MOCCASIN
MOCK
MOCKINGBIRD
MODE
MODEL
MODERATE
MODERN
MODERNIZE
MODEST
MODESTY
MODIFIED
MODIFY
MODULATE
MODULE
MOIST
MOISTURE
MOLAR
MOLASSES
MOLD
MOLE
MOLECULE
MOLEST
MOLT
MOLTEN
MOLTING
MOM
MOMENT
MOMENTARILY
MOMENTARY
MOMENTUM
MOMMY
MONARCH
MONARCHY
MONASTERY
MONEY
MONITOR
MONK
MONKEY
MONOGRAM
MONOLOGUE
MONOPOLY
MONORAIL
MONOTONE
MONOTONOUS
MONOTONY
MONSOON
MONSTER
MONSTROSITY
MONSTROUS
MONTH
MONUMENT
MONUMENTAL
MOOD
MOODY
MOON
MOONLIGHT
MOOSE
MOP
MOPE
MORAL
MORALE
MORALITY
MORBID
MORE
MOREOVER
MORGUE
MORNING
MOROSE
MORSEL
MORTAL
MORTALITY
MORTAR
MORTGAGE
MORTIFICATION
MORTIFY
MOSQUITO
MOSS
MOSSY
MOST
MOTH
MOTHBALL
MOTHER
MOTIF
MOTION
MOTIONLESS
MOTIVATION
MOTIVE
MOTOR
MOTTO
MOUND
MOUNT
MOUNTAIN
MOUNTAINEER
MOUNTAINSIDE
MOURN
MOURNER
MOURNFUL
MOUSE
MOUTH
MOUTHPIECE
MOVE
MOVEMENT
MOVER
MOVIE
MOW
MUCH
MUD
MUDDLE
MUDDY
MUFFIN
MUFFLE
MUFFLER
MUG
MULATTO
MULE
MULTICOLORED
MULTIPLE
MULTIPLICAND
MULTIPLICATION
MULTIPLIER
MULTIPLY
MULTITUDE
MUMBLE
MUMMY
MUMPS
MUNCH
MUNDANE
MUNICIPAL
MURAL
MURDER
MURMUR
MUSCLE
MUSCULAR
MUSEUM
MUSH
MUSHROOM
MUSIC
MUSICAL
MUSICIAN
MUSKET
MUSKRAT
MUST
MUSTACHE
MUSTANG
MUSTARD
MUSTY
MUTATION
MUTE
MUTILATE
MUTINOUS
MUTINY
MUTT
MUTTER
MUTTON
MUTUAL
MUZZLE
MY
MYRIAD
MYSELF
MYSTERIOUS
MYSTERY
MYSTICAL
MYSTIFY
MYTH
MYTHOLOGY
NAG
NAIL
NAIVE
NAKED
NAME
NAMELESS
NAMESAKE
NAP
NAPKIN
NARCOTIC
NARRATE
NARRATIVE
NARROW
NASAL
NATION
NATIONAL

NATIONALISM
NATIONALITY
NATIVE
NATURAL
NATURALIST
NATURALIZATION
NATURALIZE
NATURE
NAUGHTY
NAUSEA
NAUSEATE
NAUTICAL
NAVAL
NAVIGABLE
NAVIGATE
NAVIGATION
NAVIGATOR
NAVY
NAY
NEAR
NEARBY
NEARER
NEARSIGHTED
NEAT
NECESSARY
NECESSITATE
NECESSITY
NECK
NECKLACE
NECTAR
NEED
NEEDLE
NEEDY
NEGATIVE
NEGLECT
NEGOTIATE
NEGOTIATION
NEIGH
NEIGHBOR
NEIGHBORHOOD
NEITHER
NEON
NEPHEW
NERVE
NERVOUS
NEST
NESTLE
NET
NETTING
NETWORK
NEUROTIC
NEUTER
NEUTRAL
NEVER
NEVERTHELESS
NEW
NEWCOMER
NEWER
NEWEST
NEWS
NEWSCAST
NEWSPAPER
NEWSPRINT
NEWSTAND
NEXT
NIBBLE
NICE
NICEST
NICK
NICKEL
NICKNAME
NIECE
NIGH
NIGHT
NIGHTMARE
NIGHTSHIRT
NIMBLE
NIMBLY
NINE
NINETEEN
NINETY
NINTH
NIP
NIPPLE
NIT
NITROGEN
NO
NOBLE
NOBODY
NOD
NODDED
NOISE
NOISEMAKER
NOISILY
NOISY
NOMAD
NOMADIC
NOMINAL
NOMINATE
NOMINATION
NOMINEE
NONCHALANT
NONCOMMITTAL
NONE
NONEXISTENT
NONFICTION
NONSENSE
NONSTOP
NONVERBAL
NONVIOLENCE
NOOK
NOON
NOOSE
NOR
NORMAL
NORTH
NORTHERN
NOSE
NOSTRIL
NOT
NOTABLE
NOTARY
NOTATION
NOTCH
NOTE
NOTEBOOK
NOTEWORTHY
NOTHING
NOTICE
NOTICEABLE
NOTIFY
NOTION
NOTORIETY
NOTORIOUS
NOTWITHSTANDING
NOURISH
NOURISHMENT
NOVEL
NOVELTY
NOVICE
NOW
NOWHERE
NOXIOUS
NOZZLE
NUANCE
NUB
NUBBY
NUCLEAR
NUCLEUS
NUDE
NUDGE
NUGGET
NUISANCE
NULL
NUMB
NUMBER
NUMERAL
NUMERATION
NUMEROUS
NUN
NUPTIAL
NURSE
NURSERY
NUT
NUTRIENT
NUTRITION
NUTRITIOUS
NUZZLE
NYLON
NYMPH
O'CLOCK
OAK
OAR
OASES
OASIS
OAT
OATH
OATMEAL
OBEDIENCE
OBEDIENT
OBESE
OBEY
OBITUARY
OBJECT
OBJECTION
OBJECTIONABLE
OBJECTIVE
OBLIGATION
OBLIGATORY
OBLIGE
OBLIGINGLY
OBLIQUE
OBLITERATE
OBLIVIOUS
OBLONG
OBNOXIOUS
OBSCURE
OBSCURITY
OBSERVATION
OBSERVATIONAL
OBSERVATORY
OBSERVE
OBSERVER
OBSOLETE
OBSTACLE
OBSTINACY
OBSTINATE
OBSTRUCT
OBTAIN
OBTUSE
OBVIOUS
OCCASION

OCCASIONAL
OCCUPANT
OCCUPATION
OCCUPIED
OCCUPY
OCCUR
OCCURRENCE
OCEAN
OCTAGON
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OPERATE
OPERATION
OPERATIVE
OPERATOR
OPINION
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OPPONENT
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OPPORTUNITY
OPPOSE
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OPTICAL
OPTIMISM
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OPTION
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ORDER
ORDINANCE
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OUTCAST
OUTCROPPING
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OUTFIT
OUTGOING
OUTGROWTH
OUTING
OUTLAW
OUTLET
OUTLINE
OUTLOOK
OUTNUMBER
OUTPACE
OUTRAGE
OUTRAGEOUS
OUTRIGGER
OUTSIDE
OUTSIDER
OUTSKIRT
OUTSTANDING
OUTWARDLY
OUTWIT
OVAL
OVATION
OVEN
OVER
OVERBOARD
OVERCAST
OVERCOME
OVERCOOK
OVERDUE
OVERFLOW
OVERGROWN
OVERHAUL
OVERHEAD
OVERLAND
OVERLAP
OVERLOOK
OVERPOWER
OVERPROTECT
OVERRULE
OVERSIGHT
OVERTURE
OVERVIEW
OVERWHELM
OVERWORK
OWE
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OWNERSHIP
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PACKAGE
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PANTRY
PAPA
PAPER
PAPOOSE
PARACHUTE
PARADE
PARADISE
PARADOX
PARADOXICAL
PARAGRAPH
PARAKEET
PARALLEL
PARALLELOGRAM
PARALYSIS
PARALYZE
PARAMEDIC
PARAPHERNALIA
PARAPHRASE
PARASITE
PARATROOPER
PARCEL
PARCH
PARCHMENT
PARDON
PARE
PARENT
PARISH
PARK
PARKA
PARLEY
PARLIAMENT
PARLOR
PAROCHIAL
PARODY
PAROLE
PARROT
PARSLEY
PARSON
PARSONAGE
PART
PARTIAL
PARTICIPATE
PARTICIPATION
PARTICLE
PARTICULAR
PARTIES
PARTITION
PARTNER
PARTY
PASS
PASSABLE
PASSAGE
PASSAGEWAY
PASSENGER
PASSERBY
PASSION
PASSIONATE
PASSIVE
PASSPORT
PASSWORD
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PASTEURIZE
PASTIME
PASTOR
PASTORAL
PASTRY
PASTURE
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PATCH
PATCHWORK
PATENT
PATERNAL
PATH
PATHETIC
PATHETICALLY
PATIENCE
PATIENT
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PATRIOT
PATRIOTIC
PATRIOTISM
PATROL
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PATRONAGE
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PERMISSION
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PERSECUTION
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PORT
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PORTION
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PORTRAIT
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PORTSIDE
POSE
POSITION
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POSTERITY
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POSTURE
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POWERFUL
POWWOW
PRACTICAL
PRACTICE
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PRAISE
PRANCE
PRANK
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PRAYER
PREACH
PRECARIOUS
PRECAUTION
PRECAUTIONARY
PRECEDE
PRECEDENT
PRECINCT
PRECIOUS
PRECIPITATE
PRECIPITATION
PRECISE
PRECISION
PREDATOR
PREDATORY
PREDECESSOR
PREDICAMENT
PREDICT
PREDICTABLE
PREDICTION
PREDOMINANT
PREEMINENCE
PREFACE
PREFER
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PREFERENCE
PREFIX
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PREHISTORY
PREJUDICE
PRELIMINARY
PRELUDE
PREMATURE
PREMEDITATE
PREMIERE
PREMISE
PREMIUM
PREMONITION
PREOCCUPATION
PREOCCUPIED
PREPAID
PREPARATION
PREPARE
PREPOSTEROUS
PRESCRIBE
PRESCRIPTION
PRESENCE
PRESENT
PRESENTATION
PRESERVE
PRESIDE
PRESIDENT
PRESIDENTIAL
PRESS
PRESSURE
PRESTIGIOUS
PRESTO
PRESUME
PRESUMPTUOUS
PRETEND
PRETENSE
PRETENTIOUS
PRETTY
PREVAIL
PREVENT
PREVENTABLE
PREVENTION
PREVIEW
PREVIOUS
PREY
PRICE
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PRIMATE
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PRINCE
PRINCESS
PRINCIPAL
PRINCIPLE
PRINT
PRINTER
PRIOR
PRIORITY
PRISM
PRISON
PRISONER
PRIVACY
PRIVATE
PRIVILEGE
PRIZE
PROBABILITY
PROBABLE
PROBABLY
PROBATION
PROBE
PROBLEM
PROCEDURE
PROCEED
PROCESS
PROCESSION
PROCESSIONAL
PROCLAIM
PROCLAMATION
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PRODIGY
PRODUCE
PRODUCER
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PRODUCTION
PRODUCTIVE
PROFANE
PROFESSION
PROFESSIONAL
PROFESSOR
PROFILE
PROFIT
PROFITABLE
PROFOUND
PROFUSE

PROFUSION
PROGRAM
PROGRAMMER
PROGRAMMING
PROGRESS
PROGRESSION
PROGRESSIVE
PROHIBIT
PROHIBITION
PROJECT
PROJECTION
PROJECTOR
PROLOGUE
PROLONG
PROMENADE
PROMINENCE
PROMINENT
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PROMPT
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PRONOUNCE
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PROOF
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PROPERTIES
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PROPHECY
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PROPULSION
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PROSECUTE
PROSECUTION
PROSPECT
PROSPECTIVE
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PROSPECTUS
PROSPER
PROSPERITY
PROSPEROUS
PROTECT
PROTECTION
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PROTOCOL
PROTRACTED
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PROVIDE
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PRUDENT
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PSYCHOLOGY
PUBLIC
PUBLICATION
PUBLICITY
PUBLISH
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PURIFIED
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PUSH
PUT
PUTRID
PUTTING
PUTTY
PUZZLE
PYGMY
PYRAMID
PYTHON
QUACK
QUADRUPLE
QUAIL
QUAINT
QUAKE
QUALIFICATION
QUALIFIED
QUALIFY
QUALITY
QUALM
QUANTITY
QUARANTINE
QUARREL
QUARRY
QUART
QUARTER
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QUARTZ
QUEASY
QUEEN
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QUENCH
QUERY
QUEST
QUESTION
QUESTIONINGLY
QUESTIONNAIRE
QUIBBLE
QUICK
QUICKER
QUICKSAND
QUIET
QUIETER
QUIETNESS
QUILL
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QUIRK
QUIT
QUITE
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QUIZZICAL
QUOTA
QUOTATION
QUOTE
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RADAR
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RADIANCE
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RAUCOUS
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RAW
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REACH
REACTION
READ
READABLE
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READILY
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REAL
REALISM
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REALITY
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REBEL
REBELLION
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REBOUND
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RECALL
RECEDE
RECEIPT
RECEIVE
RECEIVER
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RECEPTACLE
RECEPTION
RECESS
RECESSION
RECIPE
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RECITAL
RECITATION
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RECKLESS
RECKON
RECLAIM
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RECOGNITION
RECOGNIZE
RECOIL
RECOLLECT
RECOLLECTION
RECOMMEND
RECOMMENDATION
RECONCILE
RECONSTRUCTION
RECORD
RECORDER
RECOUNT
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RECOVER
RECOVERY
RECREATION
RECRUIT
RECRUITMENT
RECTANGLE
RECTIFY
RECTOR
RECTORY
RECUPERATE
RECUR
RECURRING
RECYCLE
RED
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REDUCTION
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REFLEX
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REFRESHMENT
REFRIGERATOR
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REFUGEE
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REFUSAL
REFUSE
REGAIN
REGAL
REGALIA
REGARD
REGARDLESS
REGENERATE
REGIME
REGIMEN
REGIMENT
REGIMENTATION
REGION
REGISTER
REGISTRATION
REGRET
REGRETFUL
REGRETTABLE
REGULAR
REGULATION
REGULATOR
REGURGITATE
REHABILITATE
REHEARSAL
REHEARSE
REIGN
REIMBURSE
REIN
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REINFORCE
REINFORCEMENT
REINSTATE
REJECT
REJECTION
REJOICE
RELAPSE
RELATE
RELATION
RELATIONSHIP
RELATIVE
RELAX
RELAXATION
RELAY
RELEASE
RELENT
RELENTLESS
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RELIABLE
RELIANCE
RELIC
RELIEF
RELIEVE
RELIGION
RELIGIOUS
RELINQUISH
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RELOAD
RELUCTANCE
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RELY
REMAIN
REMAINDER
REMARK
REMARKABLE
REMARKABLY
REMATCH
REMEDY
REMEMBER
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REMNANT
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REMOTE
REMOVAL
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RENEGADE
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RENT
RENTAL
REORGANIZE
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REPEAT
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REPERCUSSION
REPETITION
REPLACE
REPLACEMENT
REPLENISH
REPLICA
REPLIED
REPLY
REPORT
REPORTER
REPRESENT
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REPRESENTATIVE
REPRIEVE
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REPRODUCE
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REPTILE
REPUBLIC
REPUBLICAN
REPUGNANT
REPULSIVE
REPUTATION
REQUEST
REQUIRE
REQUIREMENT
REQUISITE
RESCUE
RESEARCH
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RESENT
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RESERVATION
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RESIDE
RESIDENCE
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RESIGN
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RESIST
RESISTANCE
RESOLUTE
RESOLUTION
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RESORT
RESOURCE
RESOURCEFUL
RESPECT
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RESPIRATION
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RESPOND
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REST
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RESULT
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SCHOLARSHIP

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SUBMERGE
SUBMISSION
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SUBSCRIBER
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SUBSEQUENT
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SUBSIDY
SUBSTANCE
SUBSTANTIAL
SUBSTANTIVE
SUBSTITUTE
SUBSTITUTION
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SUBTRACTION
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